

**RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF SCHOOL
CLIMATE, UNREST AND ACADEMIC PERFORMANCE IN BONDO SUB-
COUNTY, KENYA**

Simiyu Marystella Nandako

**A Thesis Submitted in Partial Fulfillment for the Award of the Degree of
Masters of Education in Educational Psychology of Masinde Muliro University
of Science and Technology**

Dec, 2024

DECLARATION

This Thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signed:..... Date.....

Simiyu Marystella Nandako

Reg: EDO/G/01-54964/2017

CERTIFICATION

The undersigned certified that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology, a Thesis entitled **“Relationship Between Students Perception of School Climate, Unrest and Academic Performance in Bondo Sub County, Kenya”**.

Signed:..... Date.....

Prof. Kenneth Otieno

School of Education

Department of Educational Psychology

Masinde Muliro University of Science and Technology.

Signed:..... Date.....

Dr. Edward Khasakhala

School of Education

Department of Educational Psychology

Masinde Muliro University of Science and Technology.

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DEDICATION

I dedicate this research Thesis to my beloved parents Henry S.Chemiati and Beatrice O. Simiyu for being a pillar of support and prayer throughout all this process and to my beautiful and lovely daughters for their moral support and encouragement. May God bless them.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANPPCAN	-	African Network for the Prevention against Child Abuse and Neglect
MOEST	-	Ministry of Education Science and Technology
MDGs	-	Mellinium Development Goals
NASUWT	-	National Association of Schoolmaster/Union of women Teachers
NCCK	-	National Council of Churches of Kenya
NSCC	-	National School Climate Council
OBC	-	Other Backward Class
SDP	-	School Development Program
SERCE	-	Second Region Comparative and Explanatory Study
SGS	-	School of Graduate Studies
SPSS	-	Statistics Package of Social Science
TSC	-	Teachers Service Commission
UN	-	United Nations
UNESCO	-	United Nations Education, Scientific and Culture Organization
UNICEF	-	United Nation International Children’s Emergency

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ABSTRACT

Schools are at advantage position to effectively assess and monitor school climate given their potential ability to enhance positive student outcomes and mitigate risk behaviors. When a positive school climate exists; students, staff members and parents feel safe, included and accepted. The purpose of this study was to investigate relationship of students' perception of school climate, unrest and academic performance in Kenya. The objectives of the study were; to analyze students' perception of school climate in secondary schools in Bondo Sub-County; to establish the relationship between perceived principals' leadership styles and students' unrest; to determine the extent to which perception of students' unrest interfere with academic performance in schools; and establish the intervention strategies used by schools to mitigate perceived students' unrest. The study was guided by the theory of biologist Ludwig Von Bertalanffy, the System Theory. Descriptive research design was used in this study. The study adopted qualitative and quantitative methods.

Population comprised of 3159 form 3 students, 49 principals, 49 teachers of guidance and counseling and 1 Sub-County Quality Assurance and Standards Officer in Bondo Sub-County. Stratified sampling, purposive sampling and simple random sampling were used to arrive at a sample size of 300 of form three students from sampled schools. All principals and guidance and counseling teachers of the selected schools participated in the study. Data was analyzed using descriptive and inferential statistics. Descriptive statistics results were presented as counts/tables, percentages, bar graphs, column graphs and pie charts. Further, chi-square tests and spearman correlation tests were run between school climate, principals' leadership styles and students' unrest. There was a weak positive correlation between principals' leadership style and causes of students' unrest in schools, which was statistically significant, $r_s=.297$, $p=.000$. In addition, there was no significance difference between student unrest and academic performance, chi-square statistics $=40.527$, $p=0.001$ and $df=16$. Based on these findings, it is recommended that the school administration, teachers and parents should work more in helping students build a positive school climate; both home and school factors should contribute in enhancing positive school climate for students.

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter provides an overview of the study, including the background, problem statement, objectives, research questions, assumptions, scope, limitations, significance, conceptual framework, theoretical framework, and operational definition of key terms.

1.2 Background of Study

A school that is considered child-friendly is characterized by an environment in which children experience a sense of security, have access to a high standard of education, are encouraged to actively engage and express themselves, and are provided with opportunities to develop their sense of responsibility as members of society (UNICEF, 2011). The future of children is jeopardized when their education is disrupted, classrooms are demolished, educational resources are strained, and kids are put at risk (IIEP-UNESCO, 2021). The protection of education is essential in conflict zones in order to ensure the preservation of a child's right to education.

Education plays a crucial role in preserving and enhancing human existence. Educational institutions ought to establish a secure environment that safeguards children from potential dangers and emergencies. Additionally, it is imperative to acknowledge that this phase plays a crucial role in disrupting the recurring pattern of crises and diminishing the probability of subsequent conflicts (UNICEF, 2023). In contexts characterized by a lack of security, education possesses the capacity to serve as a vital means of survival and preservation of life. Education has a crucial role in facilitating the lifelong learning of children and young individuals. It provides them with the skills they need to create a brighter future for their families and themselves and to make a positive contribution to peaceful and successful communities (UNICEF 2018).

Jepkoril et al. (2018), argues that educational institutions bear the responsibility of maintaining a harmonious learning environment while avoiding excessive disciplinary measures or discriminatory practices. In order to mitigate the prevalence of exclusionary punishment practices, certain educational institutions in industrialized nations, including Oakland, Chicago, Cleveland, and Denver within the United States, have implemented alternative disciplinary approaches such as healing justice or Positive Behavior Intervention Support (PBIS). This technique aimed to address conflicts without resorting to punitive disciplinary measures.

In California, the implementation of alternative disciplinary measures yielded positive outcomes in terms of school atmosphere. Consequently, the implementation of this measure resulted in a decrease in instances of disruption and expulsion, leading to positive outcomes such as increased test scores, reduced absenteeism, and an overall enhancement of the school environment. However, the repercussions of school atmosphere on student's disruptive behavior, specifically referred to as indiscipline, remain unclear. Jain, Henrissa, Martha, and Pretty (2014).

The study of leadership styles in the context of educational administration often involves an examination of the duties fulfilled by principals. These roles serve as a foundation for further investigation into principal leadership, given their significant impact on the maintenance of school effectiveness and the promotion of continuous improvement. Numerous scholarly investigations have shown a correlation between leadership style and its impact on students' academic accomplishments (Dimopoulos, 2020; Kutsyuruba, et al., 2015; Savvides & Pashiardis, 2016). For example, research conducted in China revealed that the conduct of the principal, specifically in terms of their leadership influence on fostering a supportive, collegial, and moderately permissive school environment, has a positive impact on student achievement through

its influence on school climate and subsequently on the teaching staff. Hence, it is expected that the behaviors of principals have a strong correlation with their leadership style, as evidenced by studies conducted by Nil et al. (2014), Pinkas et al. (2017), and Tschannen-Moran et al. (2015).

Wang (2023) established that principal leadership significantly influences four key aspects of school climate: faculty leadership, academic climate, teacher professionalism, and institutional vulnerability. Furthermore, it is worth noting that students across various educational institutions were experiencing a growing amount of pressure, stemming from expectations set at the national, state, and local levels, which demanded higher levels of academic achievement. Therefore, from the conclusion, there exists a growing need for educators and administrators to enhance the educational environment within Chinese schools.

Sarwat et al. (2019) show that improved academic performance in teenage students was independently correlated with greater socioeconomic status, father's educational attainment, and higher caring score. The prevailing parenting style observed among both fathers and mothers was characterized by a lack of affection and a tendency towards control. When implemented by the paternal figure, it was seen that this particular parenting style shown a unique ability to enhance academic achievement in a self-sufficient manner. The potential correlation between affectionless control and academic enhancement warrants further investigation, as it is crucial to examine the emotional and psychosocial consequences of this particular parenting approach prior to formulating any suggestions. The scope of this study was limited to the urban population of Peshawar, Pakistan. Therefore, caution should be exercised when attempting to generalize the findings to the adolescent student population of the entire county, as it also includes significant rural populations. The study specifically

examined a single variable, namely the academic achievement of adolescents. The present study examined three variables: school climate, unrest, and academic performance among secondary pupils in Bondo sub-county, Kenya. Therefore, the necessity of doing this investigation is evident.

The prevalence of persistent conflicts and significant disruptions in the Middle East region have resulted in a considerable impediment to children's access to education, hence causing the disillusionment and broken aspirations of an entire generation (UNICEF, 2015). The education systems in nine states, namely Syria, Iraq, Yemen, Libya, the Palestinian territories, Sudan, Jordan, Lebanon, and Turkey, have seen direct or indirect repercussions as a result of violent conflicts. Numerous educational institutions incurred severe damage, resulting in significant disruptions to the educational system. In a study conducted by UNICEF in 2015, it was recommended that the government, policymakers, corporate sectors, and other partners collaborate to enhance the national education systems in countries affected by violence and in host communities. This can be achieved through the expansion of learning facilities, the recruitment and training of teachers, and the provision of learning materials. Jones (2015) study has contributed to the understanding of the school climate phenomenon and its impact on student disciplinary outcomes and academic achievement within educational settings. Additionally, it has proposed strategies for cultivating a positive school climate.

Yaojiang et al. (2015), research in rural China revealed that the overall dropout rate of learners in all secondary school is high. There exists a notable correlation between dropping out of school and several negative factors, including students' academic achievement, substantial opportunity cost, disadvantaged socio-economic status, and

compromised mental well-being. It has been discovered that students residing in rural areas encounter many psychological pressures which may serve as catalysts for their decision to discontinue their education. Being that this research takes place in rural part of the county in Kenya, it will help to establish the factors that lead to negative school climate hence necessitating poor performance and school dropout and improve on them.

Developing countries have experienced a notable influx of student unrest, resulting in substantial instances of violence and destruction (World Bank figures, 2012). According to a recent study conducted in South Africa, there is a notable prevalence of violent altercations among adolescents attending school. This occurrence is particularly pronounced when these individuals perceive a lack of receptiveness towards their perspectives and opinions (Human Rights Watch, 2016). The most severe consequences of interpersonal violence are fatalities. However, school violence also encompasses various effects, such as disruption of students' regular learning activities, the presence of weapons for defensive purposes within school premises, significant physical harm leading to heightened medical expenses, and increased rates of school absenteeism (World Health Organization, 2019).

Research conducted in Zambia by Chariy et al. (2018) found that the school atmosphere in the chosen secondary schools in the Ndola district was strongly correlated negatively. The correlation co-efficient indicates a negative association between the school climate and the leadership style of the school manager. This suggests that when the head teacher demonstrates a strict and non-inclusive leadership approach, it is more likely to cultivate a positive school climate characterized by active participation and dedication from the staff. On the contrary, the presence of an open leadership style yields a detrimental climate within the educational institution, characterized by decreased levels

of staff engagement and limited participation among its members. These findings are consistent with the research conducted by Amedome (2018), which similarly identified a significant negative climate in Ghana. There is need to find out, the extend which students' perception of principals leadership styles in school affect them and whether, there is any common relationship between the research done in Zambia,Ghana and the current research done in Bondo sub-county, Kenya.

Wondus (2018) established that, there was a strong link between psychological factors and how well students did in school in Ethiopia. The research established that there was correlation between students' stress levels and their extrinsic motivation. Hence a motivation factor to find out, the extend which school climate affects students' performance.

Based on a study conducted by Alimba (2020) in Nigeria, several significant factors were identified as contributing to student unrest in tertiary institutions. These factors include the escalation of tuition fees, insufficient teaching and learning facilities, breakdown in communication between school authorities and student representatives. Additionally, the consequences commonly observed during a period of unrest include the destruction of properties, disruption of academic programs, as well as the closure of schools. The management strategies frequently employed by school administrators to address the issue which included: soliciting police intervention, implementing school closures under the direction of authorities, and imposing suspensions on student leaders has not helped in curbing unrest at all hence the need to find out the best approach possible to create a positive school climate and curb unrest.

In 2013, a series of student strikes resulted in the disruption of over fifteen schools in Uganda. The phenomenon of schools going on strike has been noted to give rise to a range of persistent challenges, such as substandard administrative practices and the emergence of several interconnected elements. These difficulties, however, often fail to garner appropriate attention or response. The stakeholders of educational institutions should demonstrate openness towards students, facilitate transparency in the allocation of school funds, and engage in collaborative planning with students in order to foster a sense of inclusion within the educational system (Daily Monitor, 2013).

In the year 2017, a total of 123 instances were reported. During the period from 2017 to 2018, there was an observed increase in the incidence of schools being impacted by episodes of disturbance. Based on the report released by the Ministry of Education Science and Technology (MOEST), specifically the Department of Committee on Education and Research (2019), the nation encountered a notable surge in incidents of arson, walkouts, sit-ins, and breakdowns in public secondary schools during the month of July in the year 2018. The occurrence of student rebellion presents significant challenges to both the educational system and the broader nation. Acts of vandalism lead to the significant damage of property, the disruption of educational activities, and the potential for adverse psychological consequences among both faculty and students. These factors result in diminished academic performance, hence impacting the overall quality of education delivered. A total of 107 schools, or 1.2% of the 8,900 public secondary schools and 2.2% of the 1,800 private secondary schools, saw different manifestations of disturbance throughout the year 2018.

Maranda high school students in Bondo sub-county had intended to stage a riot in July 2019. However, the administration of the school swiftly tightened their plot by enhancing security measures both inside and outside the school. As a result, the students

were promptly granted half-term break (Lubisia, 2019). During the aforementioned timeframe, a group of 6 (six) pupils from Usenge Secondary School in Bondo sub-county were apprehended by the police. This action was done subsequent to the discovery of a jerrycan containing petrol in their dormitory, alongside a matchbox found within one of their personal storage containers.

As stated by the Bondo Sub-County Police Commander, before to the inspection, the school administration received a notification, prompting them to promptly perform an examination of the dorms. It was during this inspection that the aforementioned goods were discovered (Wycliffe, 2019). Numerous studies have been conducted to examine the causes of unrest and explore potential preventive methods. While there is widespread concern among various educational stakeholders, including parents, teachers, the ministry of education, and the general public, regarding student unrest and the resulting property damage, limited research has been conducted to investigate the potential connection between these incidents and students' perception of school climate and their attitudes towards school. It is from this background that study has been carried out to find out the relationship between perception of school climate, unrest and academic performance among Secondary School students in

Bondo Sub-County, Kenya.

1.3 Statement of the Problem

In July 2018, the Ministry of Education Science and Technology (MOEST), Department of Committee on Education and Research, released a report indicating that the nation witnessed a notable surge in incidents of arson (63 cases), walkouts (23 cases), sit-ins (8 cases), and breakdowns (14 cases) within public secondary schools. The occurrence of student unrest presents significant challenges to both the educational system and the nation as a whole. Acts of vandalism have significant consequences, including the destruction of property, disruption of educational activities, and negative

psychological impacts on both faculty and students. These factors result in diminished academic performance, leading to a decline in the quality of education. Consequently, it becomes imperative to undertake research in order to address these issues. Nicholas (2016) research on students' perception of school climate as predictors of office discipline referrals indicates that school climate influences students' academic, social and behavioral outcomes. It was found out that, schools where teachers provide consistent and regular positive reinforcement to all students, particularly to students exhibiting chronic behavioral problems, are more likely to decrease Office Discipline Referrals and increase school climate. The results further confirm the value of positively reinforcing students for appropriate behavior to increase school culture; schools need to provide a variety of interventions for students with increased Office Discipline Referrals.

A total of 107 schools, comprising 8900 public secondary schools and 1800 private secondary schools, experienced different manifestations of disturbance during the year 2018. In the year 2017, a total of 123 instances were recorded. In the year 2016, a total of 483 schools were impacted. According to a report published by the Standard, a prominent publication, a series of student unrest incidents occurred in Siaya County between the dates of 1st and 8th July 2018, resulting in the closure of more than six schools. Education officials and parents were perplexed by the escalating disturbances observed at schools within the Lake region in recent weeks. The Head Teachers of secondary schools expressed their desire for comprehensive investigations to be done within the impacted institutions, with the subsequent report being made accessible to the public. Any report that claims to provide an explanation of the events occurring in schools is merely speculative. Each educational institution possesses distinct

underlying factors contributing to the state of unrest, rendering it inappropriate to amalgamate them and feign the compilation of a comprehensive report. Richard Chepkawai, the Regional Educational Co-ordinator, refuted allegations attributing the delocalization of principals as the primary cause. Additionally, he dismissed the possibility of examination anxiety, since he attributed its alleviation to the elimination of practice exams and inter-school competitions.

In the year 2018, specifically in the month of July, a total of twenty-three (23) schools in Siaya County were involved in strikes. This marked a significant increase compared to the previous year, 2017, when just six schools in the region saw instances of school unrest. In the Bondo Sub County, the closure of eight schools ensued as a result of a student-led strike, while a handful of additional schools faced closure due to the imminent threat of a student strike. In July 2019, there was an intended disturbance by students at Maranda High School. However, the school administration promptly became aware of the plan and swiftly responded by enhancing security measures both within and outside the school premises. Consequently, the students were promptly released for their scheduled half-term holiday. Simultaneously, in Usenge Secondary School in Bondo Sub-County, a group of six pupils was apprehended by the police as a jerry can containing petrol was discovered in their dormitory, alongside a matchbox found within one of their personal storage containers. As to the statement provided by Antony Wafula, the Police Commander of Bondo Sub-County, prior notification was given to the school administration, prompting a prompt examination of their dorms where the aforementioned things were discovered. The Ministry of Education sought to initiate investigations in order to propose measures aimed at mitigating instances of school disturbance. There appears to be no study that addresses Students' Perception of School Climate, Academic Performance and Unrest in Bondo Sub County.

This study looks at a number of factors that have affected the link between how secondary school students feel about their school's climate, unrest, and their academic success. It also makes suggestions for how to solve this issue.

1.4 Purpose of the Study

The purpose of the study was to establish relationship between perception of school climate, unrest and academic performance in Kenya.

1.5 Objectives of the Study

The objectives of the study were to:

- i. Analyze the students' perception of school climate in secondary schools in Bondo Sub-County.
- ii. Establish the influence of students' perception of Principals leadership styles on unrest in secondary schools in Bondo Sub-County.
- iii. Determine the extent to which perception of students' unrest interferes with students' performance in secondary schools in Bondo Sub County.
- iv. Establish the intervention strategies used by schools to mitigate perceived students' unrest in secondary schools in Bondo Sub County.

1.6 Research Questions

The following research questions guided this study

- i. What is the students' perception of the nature of school climate in secondary schools in Bondo Sub-County?
- ii. What intervention strategies are used by schools to mitigate perceived students' unrest in secondary schools in Bondo Sub-County?

1.7 Hypothesis of the study

- i. H_{01} : There is no significant relationship between students' perception of Principals' leadership style and student unrest in secondary schools in Bondo Sub-County?
- ii. H_{02} : There is no significance relationship between students' perception of unrest and academic performance in secondary schools in Bondo Sub County?

1.8 Assumptions of the Study

The researcher made the assumption that the secondary school respondents would possess the ability to accurately calculate the correlation between academic performance, unrest, and school climate. Additionally, the researcher anticipated that each school would establish its own standardized protocols for addressing unrest. Furthermore, it was presumed that the participants would provide the requested information in an honest and unbiased manner.

1.9 Scope of the Study

The research was centered on the perception of school climate, unrest perceptions, and students' performance of secondary school students in Bondo Sub- County, Kenya. Girls and boys in Form 3 comprised the study's target population. This was the case because they had attended the institutions for an extended period of time, and as a result, they had previously been impacted by the school's milieu. Additionally, an assessment was made of the school milieu in order to ascertain its degree of contribution to student unrest.

1.10 Limitations of the Study

Due to the delicate nature of the subject matter, a subset of the participants exhibited reluctance in providing the mandatory information. The participant's response was influenced by the effect of the floor and ceiling. The majority of students' subject scores appeared near the top. The grade for the other respondent subject was positioned

towards the lower end. In order to circumvent the floor-and-ceiling effect, both positive and negative statements were included in the questionnaire responses, and data obtained from the questionnaire was triangulated through interviews.

1.11 Significance of the Study

This research produced novel insights into the relationship between academic achievement, unrest, and school climate. Thus, its objective is to educate the school community on strategies for addressing students' perceptions of the school climate in a manner that enhances their academic performance and mitigates unrest, ultimately contributing to the development of better citizens among students in the long run. It is to provide valuable evidence to inform and support the development of Ministry of Education policy formulation.

1.12 Justification of the Study

The necessity to implement sustainable and suitable policy interventions and strategies to prevent the recurrence of student unrest in secondary schools within Bondo Sub-County, Kenya, justifies this research. The purpose of the study was to comprehend the behavior of the perennial undesirable learner and determine the most effective means for the government, non-governmental organizations, and society at large to address it. The rationale for addressing persistent student violence amicably stems from the understanding that education serves a greater purpose than simply imparting knowledge and skills; it also shapes the moral development and personal growth of students, enabling them to develop into well-rounded individuals who contribute positively to society and themselves.

1.13 Theoretical Framework

This study was guided by the System Theory.

1.13.1 The System Theory

The research employed the systems theory framework developed by biologist Ludwig Von Bertalanffy (1968). The theory places emphasis on the openness and interaction of systems with their environment, leading to the acquisition of qualitatively novel traits through the phenomenon of emergence, which in turn drives ongoing evolution. The concept of school environment encompasses three key components: input, process, and result. The educational institution, functioning as a social construct, comprises a multitude of interconnected subsystems that engage in reciprocal interactions with one another and the surrounding milieu. The sub-systems within each educational institution can be regarded as consisting of three main components: teachers, learners, and support workers. Each sub-system must establish connections with one another and with the entirety of the system, while also maintaining its distinct character.

Social systems consist of interconnected components, attributes, and behaviors that collectively contribute to the entirety of the system. The educational institution, known as a social system, consists of distinct components such as teachers, pupils, and support personnel, each possessing unique attributes and engaging in various activities that collectively contribute to its effective operation. All systems exhibit a goal-oriented nature and produce distinct outputs. According to Hoy and Miskel (2008), the occurrence of an impact on one component leads to a subsequent propagation of effects throughout the entire system. The term "process" encompasses the teaching process, as well as the various forms of engagement and communication that occur both within and outside of the educational institution.

Within an educational institution, the various subsystems comprising teachers, learners, and support staff must establish interrelationships while yet maintaining their own identities. By establishing strong interpersonal connections, individuals contribute

to the cultivation of a favorable school climate, hence facilitating the efficient operation of the educational institution. When a particular component is influenced, a cascading impact permeates the entire system. For instance, when pupils hold a poor perception of the school climate, resulting in a sense of unrest inside the school, the overall school community is adversely affected.

Open systems are inherently reliant on their surrounding environment in order to facilitate the exchange of both matter and information. The resultant outcome would pertain to the interaction between educators and students in respect to their conduct, interpersonal connections, demeanor, and drive, all of which have an impact on the way individuals perceive their educational institution, hence shaping the overall academic achievement. The behavior, attitude, and perceptions of teachers and learners at school can be influenced by various factors, including the school's environment and facilities, the greater community, and the society. These influences can have both positive and negative effects on student performance. To this end therefore when there is unrest in schools, the school climate is likely to be negative which will conversely affect academic performance among learners.

Based on the System theory proportions utilized in this research, it is imperative to concentrate all endeavors on the local community in order to address the prominent challenges faced by secondary schools in Bondo sub-county. There are three key stakeholders that require attention: the governing bodies, the scholarly community, and the student population. Each of these parties will face a range of issues in the future. In order to foster a pleasant school climate and mitigate dissatisfaction inside educational institutions, it is imperative for the parties involved to engage in collaborative efforts. Due to the fact that students' issues can originate both internally and externally, it is

hereby suggested that the responsibility of school administration (administration) in secondary institutions be to foster a positive school climate for the students.

1.14 Conceptual Framework

This study employed a conceptual framework to illustrate the impact of school atmosphere and discontent on students' impression of the educational institution. In this study, the independent variable under investigation was the school climate, whereas the dependent variable of interest was the level of discontent. The intervening variables encompassed in this study are self-discipline, home environment, and family environment.

The conceptual framework demonstrates that a positive School Climate is associated with various factors, such as sufficient infrastructure, appropriate school size, and a balanced student-to-teacher ratio in classrooms. Additionally, the organization of classes within the school, effectiveness of teaching resources, and security and safety measures play a role in preventing school unrest.

Furthermore, the absence of unrest may be attributed to several factors, including the presence of positive interpersonal relationships among staff members, equitable treatment of students by both teachers and other staff members, fairness in the level of competition and social comparison among students, as well as active involvement of students, teachers, and school staff in the decision-making process.

The timely implementation of several factors, such as the quality of instruction, teachers' expectations for student accomplishment, monitoring of students' progress, and the communication of results to students and parents, may potentially mitigate the

occurrence of discontent in educational institutions. Therefore, in cases where the school climate is unpleasant due to neglect of the physical, social, and intellectual components, the likelihood of unrest is significantly increased.

In instances where the school climate is perceived as unfavorable, the introduction of intervening variables such as self-discipline, home environment, and family participation may potentially mitigate the occurrence of unrest within the school setting.

Source: Researcher, 2022

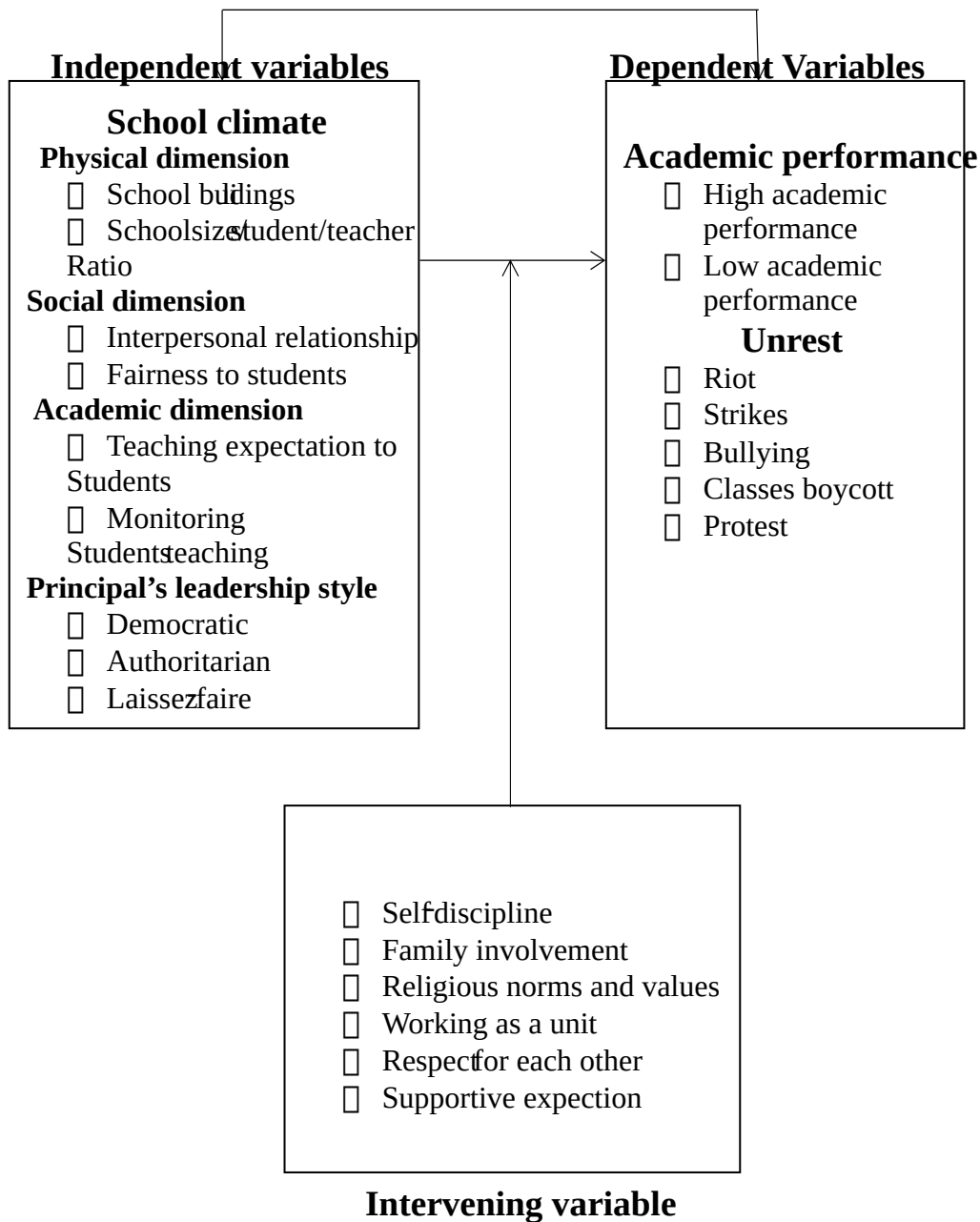


Figure1:1 Conceptual Framework

1.15 Operational Definition of Terms

Academic performance: Denotes the result of an individual's endeavors on an examination. Measured by continuous assessment tests, it refers to the degree to which

an educational institution, student, or instructor achieves their immediate or long-term objectives.

Discipline: This term pertains to widely acknowledged behavioral standards or norms that are observed among students and learners within an educational institution. It could also refer to compliance with the school's policies and procedures.

Indiscipline: Insubordination or a lack of motivation on the part of students to cooperate with school administration in order to accomplish the designated goal.

Influence: Refers to the ability to influence an individual's character.

Leadership style: A leadership style refers to the manner in which a leader approaches the tasks of offering guidance, implementing strategies, and encouraging individuals.

Perception: The term pertains to the act of human beings evaluating or appraising various situations. The concept refers to the act of interpreting information based on an individual's subjective viewpoint. Perception has a crucial role in shaping human behavior as it enables individuals to comprehend and interpret the specific behaviors exhibited by others.

Parenting: The term "child development" refers to the facilitation and encouragement of the comprehensive growth of a child, encompassing their physical, emotional, social, and intellectual domains, from infancy through to adulthood.

Public secondary schools: Educational institutions within the community that receive policies and financial assistance from the Ministry of Education (MoE).

School climate: is used to describe the nature and standards of school life. The school climate may be positive or negative in nature. A positive educational climate fosters the academic and social-emotional growth of students.

Unrest: Denotes a scenario in which secondary school pupils engage in violent protests against inappropriate conditions within their educational institutions. Additionally, it pertains to the lack of discipline exhibited by secondary school pupils. Riots, demonstrations, protests, class boycotts, and harassment of fellow students are its manifestations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The following chapters provide a comprehensive review of the relevant literature organized around themes that align with the research objectives: the characteristics of school climate in secondary schools located in Bondo Sub-County; this paper examines the correlation between students' perception of school climate and principals' leadership style in secondary schools in Bondo Sub- County. Additionally, it assesses the degree to which student perceive unrest and academic performance of secondary school students in Bondo Sub- County. Lastly, it outlines the intervention strategies implemented by secondary schools in Bondo Sub- County to alleviate student unrest.

2.1.1 Conceptualization of School Climate

The term "school climate" encompasses multiple interpretations. The school community often characterizes climate as its central and defining element. The climate of a school plays a significant role in fostering a positive environment that cultivates the admiration of both educators and students, instilling in them a deep sense of commitment and enthusiasm for the institution (MacNeil et al., 2009). According to Price (2011), a positive school climate is crucial in creating a supportive workplace within the classroom, which is fostered by administrators to cultivate an optimal learning environment.

The term "School Climate" pertains to the overall quality and nature of the educational environment inside a school setting. The concept of School Climate encompasses the collective experiences of students, parents, and school officials within the educational environment. It encompasses several aspects such as norms, goals, values, interpersonal interactions, teaching and learning practices, and organizational

structures (Cohen, 2015). A sustainable and good school atmosphere plays a crucial role in nurturing the growth and education of young individuals, equipping them with the essential skills and knowledge needed to lead a fulfilling and meaningful life within a democratic society. This atmosphere encompasses the cultural, ethical, and psychological dimensions that foster a sense of security and well-being among individuals. Individuals are actively involved and held in high regard. The collaborative efforts of students, families, and educators are crucial in the establishment, implementation, and advancement of a collective school vision. Educators cultivate and foster mindsets that prioritize the advantages and gratification derived from the process of acquiring knowledge. According to the National School Safety Center (NSSC, 2017), every individual plays a role in the functioning of the educational institution and the maintenance of its physical surroundings.

The school climate is regarded as a significant indicator not only for academic performance but also for various non-academic outcomes such as the cultivation of social skills, the enhancement of students' self-esteem, and their emotional and psychological well-being (Shocket et al., 2006; Way, Reddy, & Rhodes, 2007; Kasatkina & Aksenova, 2013). The significance of school atmosphere extends beyond the realms of research and administrative considerations. The consideration of parents in selecting a school for their child is a significant factor (Khavenson, 2018).

The notion of school atmosphere encompasses various dimensions. This study encompasses a wide array of facets pertaining to the school environment, including the objective dimensions and structural state of the school premises, as well as the subjective interpretations of interpersonal dynamics among individuals within the school community. Consequently, there exists a wide range of instruments utilized for the assessment of this particular aspect of the educational environment. According to

Khavenson (2018), there are variations in both the assessment aims and the selection of indicators used to assess school climate. According to Cohen, McCabe, Michell, and Pickeral (2009), the presence of a favorable affective and emotional atmosphere within the educational setting, both at the school level and inside the classroom, is an essential prerequisite for students to engage in active learning and effectively participate in class. According to the SERCE study conducted by UNESCO in 2008, it was found that the school environment emerges as the primary factor influencing student achievement within their respective regions.

The concept of School Climate encompasses various components, namely the physical, social, and intellectual aspects. The physical dimension encompasses various aspects, such as the architectural design and layout of the school building and classrooms, the overall size of the school, and the ratio of students to teachers within each classroom. Additionally, it encompasses the organization and arrangement of classes inside the school, the efficacy of the tools and teaching materials employed, as well as the level of security and safety measures in place. The social dimension encompasses various aspects, such as the interpersonal relationships among staff members (including teacher-leader, teacher-teacher, teacher-student, student-student, and teacher-parent interactions), the equitable treatment of students by teachers and other staff members, the level of competition and social comparison among students, and the involvement of students, teachers, and school staff in the decision-making process. The academic dimension encompasses various aspects, such as the caliber of instruction, the level of expectations set by teachers for students' academic performance, the regular monitoring of students' progress, and the prompt communication of results to both students and parents (Loukas, 2007).

The school atmosphere has been identified as a significant predictor of the emotional and behavioral outcomes of pupils. According to previous research conducted by Brand et al. (2008), the adaptive psychosocial adjustment of students is influenced by this factor. Additionally, mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self-esteem (Way et al., 2007) are also impacted by it. The behavior of students, including instances of bullying and hostility, is also impacted by the school atmosphere (Espelage et al., 2014; Turner et al., 2014).

2.2 Students Perception of School Climate

The evaluation of school climate entails soliciting specific groups of individuals to provide their subjective perceptions. The perspective of these groups encompasses students (Fan et al., 2011), principals (Brooker et al., 1978, and instructors (Johnson and Stevens, 2006; Brand et al., 2008; Bear et al., 2014). The perception of school climate varies among groups; hence perception is important. Frequently, however, the evaluation of views has predominantly focused on a single group, typically students, as observed in numerous research (Sophie M et al., 2017).

Chewen et al. (2018) conducted a study titled "The Effects of School Climate on Indiscipline among Students in Public Secondary Schools in Eldoret East sub-county, Kenya." The research employed a casual comparative design and included 346 students and all 54 deputies as participants. The data collection instruments utilized in this study consisted of a questionnaire and an interview schedule. The data collection was subjected to analysis employing both descriptive and inferential statistics. The hypothesis was examined using ANOVA. The research conducted in this study found a significant relationship between teacher-student relationships and indiscipline cases

among secondary school students ($F(47,273)=1.925, p=.001$). Based on these findings, it is recommended that schools prioritize the cultivation of positive teacher-student relationships and implement strategies to alleviate academic stress. These measures are expected to contribute to the reduction of indiscipline cases in Eldoret East sub-county. The study could not identify additional variables that could potentially influence student indiscipline, hence contributing to a detrimental school environment and the implementation of effective measures to address disciplinary issues within the educational setting. This study has identified the elements that influence student indiscipline and strategies for mitigating indiscipline, as well as exploring the potential for fostering a healthy school climate.

Therefore, the present investigation holds significance.

Lubiner (2015) conducted research on the correlation between school climate and school discipline policies and practices in public schools in Rhode Island. The findings revealed that exclusionary discipline practices were linked to a variety of adverse academic and behavioral consequences for students. Additionally, they increased the probability of subsequent school dropout and involvement with the juvenile justice system. In contrast, a pleasant school atmosphere was found to be correlated with a range of positive student outcomes, such as increased academic achievement and reduced instances of behavioral violations. This study incorporated data from a total of 261 primary and senior schools. The Rhode Island Department of Education provided publicly accessible data on many indicators, including teacher and student evaluations of school atmosphere, school discipline methods, and demographic characteristics. The study revealed notable discrepancies in suspension rates and perceptions of school climate across different groups. Specifically, schools with a larger population of historically marginalized students were linked to lower evaluations of school climate among both students and teachers. Moreover, these schools exhibited a higher

frequency of utilizing disciplinary measures such as InSchool Suspensions, Out-of-School Suspensions, and Alternative Placement Programs.

The bivariate associations revealed a statistically significant relationship between higher ratings of school environment by both teachers and students and decreased rates of Out-School Suspensions, In-School Suspensions, and Alternative Placement Programs, as well as a larger number of discipline policies overall. After accounting for the influence of student racial and ethnic composition and school characteristics, it was shown that students' opinions of school climate continued to exhibit a substantial negative correlation with Out-School Suspensions. In contrast to initial predictions, the implementation of aggressive disciplinary procedures in schools was found to be positively correlated with increased utilization of Alternative Placement Programs. No statistically significant relationships were found between school atmosphere and school punishment policies, since the results were equivocal.

It was determined that there was a lack of alignment between school punishment policy and procedures. In order to tackle the issue of disproportionality and excessive utilization of exclusionary punishment techniques, comprehensive interventions were implemented at a school-wide level. Despite the researcher's focus on elementary and secondary schools as the target respondents in the study, the sample population remained limited in size. The present study focuses on a sample population consisting of 321 respondents from public secondary schools within a specific region (sub-county). The objective provides a comprehensive understanding of the school environment and indiscipline, as well as provide strategies for mitigating negative school climate in Bondo sub-county. Therefore, the study holds significance.

Greenway's (2017) study on the link between school climate and student achievement found that there was a positive, statistically significant link between school climate and student achievement in middle schools in that area. The present study's discussion and implications of its findings have indicated the need for practical recommendations for future research endeavors. These recommendations include the expansion of the research scope to encompass elementary and high schools, as well as additional geographical regions within the state of Georgia. The present study aims to investigate if there exists a statistically significant positive correlation between school atmosphere and students' academic achievement, taking into consideration the fact that the research is being conducted in a geographically distinct region.

Greenway (2017) stated that children' educational experiences take place in classrooms, peer groups, schools, school boards, and neighborhoods. In certain circumstances, it remains the case that bullying prevention policies and programs lack clear provisions that prohibit discrimination on the basis of sexual orientation and gender expression (Scherr, 2012). It is imperative to ensure that the methods employed for reporting instances of bullying and intervening in such occurrences are unambiguous and widely disseminated among school personnel, students, and parents. Educators should collaborate with parents of kids, placing emphasis on the imperative to enhance and facilitate parental understanding of their roles in fostering a conducive school environment.

Greenway (2017) failed to establish the measures put in place for developing a positive school climate in educational institutions. This study is conducted in a secondary school in Kenya to examine the potential statistical significance between school climate and

students' academic progress. Additionally, the study aims to identify techniques for fostering a pleasant school climate. Therefore, the research holds significance.

According to the research conducted by Maria et al. (2019) on the topic of School Climate and Behavior Management in Romanian Schools, the study sample consisted of 114 teachers from both primary and secondary schools, as well as 5 stakeholders from ArgeE County, Romania. The primary findings of the study revealed an increase in disruptive behaviors and a lack of discipline within educational settings. The identification of effective classroom management approaches has emerged as a significant concern among teachers who see classroom discipline as their primary challenge. The study could not identify effective strategies for mitigating the increasing prevalence of disruptive conduct. This study has identified effective ways for mitigating disruptive student conduct, thereby fostering a conducive school climate that promotes academic improvement. Consequently, the significance of this study is evident.

Bergren (2014) conducted a study examining the relationship between school climate and academic achievement in middle schools in the Commonwealth of Virginia. The results of the research indicated that certain school climate variables, including Social Economic Status (SES), attendance, and school size, had a combined effect on both student achievement and teacher job satisfaction. However, upon analyzing the components separately, it was found that school size had the least impact on students' academic performance, whereas socioeconomic status (SES) exerted the most influence. It is imperative to ascertain the extent to which these findings align with the results of the present investigation. The primary objective of this study was to examine the effects of specific school environment characteristics on students' academic achievement. However, the present study also aimed to investigate the relationship

between students' perceptions of school climate, unrest, and academic performance in secondary schools located in Bondo sub-county, Kenya. This study has determined that the conduct of students both within and outside of the school, as well as the relationships between students and teachers and among students themselves, significantly influence the overall school environment, which can be either favorable or bad. Therefore, this study holds relevance in understanding the factors that contribute to the school climate.

Shay (2020) examined the impact of school climate on academic achievement and the well-being of the entire child. The findings revealed that students who held more positive perceptions of the school environment demonstrated consistent or enhanced academic performance over an extended period ($\beta=0.22$ to 0.30 , $p<.01$). Additionally, these students were more likely to earn Cs/Ds/Fs ($\beta = -0.16$ to -0.46 , $p<.05$). The present study employed parallel latent growth curve modeling to investigate the fluctuations in the variables under investigation. The sample consisted of 2604 children in the 6th, 7th, and 8th grades, attending 16 regional schools situated in three counties within the state of West Virginia. The study's findings indicate that a positive opinion of school environment among students can potentially contribute to maintaining strong academic performance, as well as providing support for students who receive worse grades (Cs, Ds, or Fs). The utilization of school environment can be employed as a means to facilitate school-based health promotion efforts aimed at mitigating the achievement gap within the United States. The study sample consisted primarily of individuals from a relatively homogeneous population of white individuals residing in the central region of West Virginia. The findings may lack representativeness or generalizability to other regions. The existing body of literature pertaining to school

environment is characterized by its diversity, encompassing a wide range of considerations related to the socio-organizational framework inside educational institutions. Hence, the necessity for the present investigation.

2.3 Students Perception of Principals Leadership Styles on Unrest

Three fundamental approaches to decision-making exist in leadership: authoritarian, democratic, and laissez-faire (Erin, 2020). Valamis (2020) identifies three overarching classifications of management styles, namely democratic, authoritarian, and Laissez-faire. The various styles of leadership are influenced by a combination of internal and external variables. The extent of variation in this regard is contingent upon factors such as the specific institution or firm, the degree of management, the industry, the prevailing culture, and the individual in question.

In a study conducted by Kanana M.F. (2012) to examine the impact of leadership styles of secondary school principals on student discipline in the Central Division of the Isiolo District in Kenya, it was determined that each style significantly affected student discipline. The findings of this study indicate that authoritative leadership exhibited the most significant impact on student discipline within the school setting, followed by transformational leadership and democratic leadership. Conversely, situational leadership was found to have the least effect on student discipline. The study yielded a conclusion that the factors of transformational leadership, authoritative leadership, and situational leadership exert an influence on student discipline within the school setting. The school administration was recommended to enhance their efforts in addressing instances of indiscipline by employing integrated techniques. Thus, the current study filled the gap.

2.3.1 Democratic Leadership

Democratic leadership, often referred to as participative leadership or shared leadership, is a recognized leadership style. This leadership style entails active involvement and participation of group members in the decision-making process. This concept can be implemented across several types of organizations, including private enterprises, educational institutions, and governmental bodies. This particular leadership style places emphasis on the equitable treatment of group members and the unrestricted exchange of ideas. The group's leader is still present to provide or offer guidance and control (Igiri, 2019).

Igiri (2019) cites studies showing that a more democratic style of leadership improves teacher effectiveness in a number of ways, including through increased output, greater group contributions, more efficient task delegation, and the instillation of a culture of responsibility, hard work, and commitment among subordinates.

Democratic leadership is characterized by its endorsement and promotion of team collaboration, effective cooperation, equitable compensation for all personnel, and the motivation of both staff and students. Mumbe (2005) goes on to add that a collaborative arrangement in decision-making across all levels of the school should be made available in order for a democratically oriented head teacher to function well. The school principal should possess knowledge on the effective and ineffective strategies applicable within the specific school context. The existing body of scholarly material pertaining to school effectiveness demonstrates that the attainment of a superior and accommodating learning environment is fundamentally contingent upon enhancements in institutional leadership and administration. While various variables contribute to the issue, it is well acknowledged that leadership has a significant role in the prevalence of indiscipline inside educational institutions (Wakibi, 2018).

2.2.2 Authoritarian Leadership Style

Authoritarian (autocratic) leaders and teachers exercise complete authority over all group organizational and activity-related determinations. The instructor refrains from disclosing to the students the comprehensive schedule of events or the standards by which individual or group achievements are evaluated. Maintaining concrete activities outside the group and implementing stringent control are essential components of his or her evolution (Loredana, 2012). Under the authoritarian regime, productivity is marginally greater than under the democratic one.

Nonetheless, it is at its most minimal when supervised by a laissez-faire leader. Authoritarian leadership is characterized by leaders making the majority or all decisions without employee participation or input. The functions of an authoritarian leader consist of problem resolution, assignment of tasks, and unilateral rule making. While the authoritarian followers do not question or offer commentary, they follow the leader's commands to the letter. (Lunenburg & Ornstein 2012).

2.2.3 Laissez-faire Leadership Style

The laissez-faire leadership style is predicated upon the establishment of trust. Individuals who derive satisfaction from having a significant level of discretion in decision-making and the ability to work independently on projects tend to exhibit a preference for laissez-faire leadership styles (Living Democracy, 2015). Within educational institutions, the Laissez-faire leadership style is distinguished by the absence of well-defined protocols for decision-making and minimal engagement of the leader in the decision-making processes. The absence of clearly defined time constraints for discussions contributes to suboptimal decision-making and school management efficiency. Conversely, one notable advantage of this form of leadership is

its propensity for fostering a reduced incidence of aggressiveness and conflicts within the school community, perhaps mitigating the likelihood of student discontent (Living Democracy, 2015).

The laissez-faire leadership style, often referred to as delegative leadership, is a form of leadership characterized by a hands-off approach, wherein leaders grant autonomy to group members in the decision-making process. According to recent research, it has been determined that this particular leadership style tends to result in the least amount of productivity among individuals inside a group. Nevertheless, it is crucial to acknowledge that the leadership style can yield advantages as well as potential drawbacks. Mbiti (2007) is a notable academic reference. The implementation of a laissez-faire school environment has the potential to foster greater creativity and fulfillment among individuals inside the school administration system. The achievement of school objectives, mission, vision, and philosophy by a head teacher is contingent upon the effective utilization of an appropriate management style within the specific contextual environment of the school (David and Obadia, 2017).

The utilization of laissez-faire leadership by head teachers is not appropriate due to the absence of a follow-up system, which can lead to performance issues arising from complete delegation. According to Wu and Shiu (2009), it has been suggested that both teachers and students experience motivation when they are provided with opportunity to exercise autonomy in decision-making. According to Wu and Shiu (2009), the incorporation of head teachers' evaluation of performance, along with the acknowledgement of individuals' perspectives and ideas, is a constructive approach to promoting effective decision-making within the educational system.

2.2.4 Students Perception of Leadership Style and Unrest

A previous investigation conducted by Chege (2012) explored the leadership styles of Head teachers and their impact on student discipline within public secondary schools located in Nairobi County, Kenya. The research utilized a descriptive survey approach, which was deemed appropriate for gathering both qualitative and quantitative data. The sample consisted of 22 individuals serving as head teachers, 99 individuals serving as prefects, and 66 individuals serving as teachers. The results of the study revealed that instances of indiscipline continued to be prevalent inside public schools. While a significant number of Head teachers claimed to have used democratic leadership styles in the management of their schools, the students expressed a contrasting view, indicating that the authoritarian leadership style was more prevalent. The results of the study revealed a statistically insignificant association between the autocratic leadership style ($t=0.527$, $p>.05$), democratic leadership style ($t=0.870$, $p>.05$), and laissez-faire leadership style ($t=1.003$, $p>.05$). The reason for the p-values being bigger than 0.5 is that they did not reach statistical significance. The study's findings led to the conclusion that there exists a direct correlation between the leadership style of head teachers and the discipline exhibited by students. The present study establishes a connection between the findings of Chege (2012) and the current study, suggesting that the implementation of diverse management styles in educational institutions can contribute to the establishment of a favorable school climate for students. School administrations should prioritize the improvement of communication among different stakeholders inside the educational institution through the facilitation of dialogue. Therefore, the study holds significance.

Masood et al. (2021) investigated, from the perspective of teachers, the impact of head teachers' leadership approaches on discipline. A total of 360 instructors from various

regions of Punjab were included in the selected sample. The results of the study revealed that the leadership styles employed by head teachers, specifically autocratic and democratic methods, had an impact on both intrinsic and extrinsic discipline inside the school. However, it was shown that the laissez-faire leadership strategy does not have a significant effect on extrinsic discipline. The study reached the conclusion that the leadership styles employed by head teachers at the secondary school level exert a substantial impact on school discipline.

The results of the study examining the impact of head teachers' leadership techniques on school discipline at the secondary school level revealed that the model fit is statistically significant. The coefficient value of $\beta=0.45$ suggests that a unitary increment in the independent variable, namely the leadership strategy, is associated with a 45 percent increase in the dependent variable, which in this case is school discipline. There is a suggestion that the leadership styles of head teachers exert a substantial influence on school discipline inside secondary schools in the region of Punjab. The study under consideration was carried out in the Punjab state, whereas the present study focuses on the leadership methods of principals and their significant impact on school discipline and academic achievement in Kenya. The potential for bias in the findings may have risen from the limited sample of respondents, who exclusively consisted of teachers. The present study includes teachers, students, and the SQASO as its participants, ensuring that the obtained results are not influenced by bias. Consequently, this research is deemed essential.

Maite (2010) studied the relationship between a few chosen head teachers' leadership philosophies and how well they managed primary schools in Kenya's Bomet District.

The sole instrument employed for data collection in the study was a questionnaire. This study aims to investigate the potential impact of principals' leadership styles on student unrest in secondary schools in Bondo Sub- County. The research methodology involves active engagement with individuals on the ground, including questionnaires, interview schedules, and document analysis guides. The present study's findings suggest that there is a need for school administrators to improve communication among diverse stakeholders inside the educational institution through the facilitation of conversation, hence fostering a favorable school climate.

The research employed a sample size of 120 head teachers, selected from a population of 174 head teachers representing public primary schools within the district. The study revealed that head teachers exhibited a higher preference for the democratic leadership style, whilst the laissez-faire leadership style was determined to be the least favored. The study additionally revealed that there was no statistically significant correlation between the leadership styles of head teachers and their success in managing schools. The majority of head teachers were identified as lacking effectiveness in the administration of school finances.

The study explicitly specified that the target population consisted exclusively of primary school head teachers. This study aims to examine the impact of principals' leadership styles on secondary school student unrest in Bondo Sub-County. The study will involve the participation of principals, G&C instructors, students, and the Sub-County Quality Assurance and Standards' Officer. Hence, the present investigation is necessary.

In their study, Cheloti et al. (2014) investigated the relationship between principals' management methods and instances of student discontent in public secondary schools located in Nairobi County, Kenya. A representative sample consisting of 15

administrators, 60 class instructors, and 600 pupils was chosen for the study. The data collection process involved the utilization of questionnaires and an interview guide. The study's findings indicated that no specific management style exhibited dominance within the studied school. The results of the study additionally indicated that several factors, such as mock tests, dietary habits, instances of bullying, authoritative behavior of administrators, external pressure from other schools, changes in principal leadership, inadequate communication between students and principals, substandard facilities, and the prevalence of drug and substance misuse, were identified as frequent contributors to student dissatisfaction. The study reached a conclusion that principals employ diverse approaches in the management of educational institutions. It is subsequently suggested that school administrations should improve communication among diverse stakeholders inside the educational institution through the means of discourse. This present investigation further addressed these needs.

In their study, Katolo et al. (2016) investigated the impact of principals' leadership practices on pupil discipline in Makindu Sub- County, Kenya's public secondary schools. The study sample consisted of 20 individuals serving as principals, 46 individuals serving as teachers, and 197 individuals serving as students. The study employed questionnaires as the primary data collection instrument, and the research methodology employed was descriptive statistics survey research method. The study's findings indicated that the principals implemented an open door policy, facilitating student engagement in discussing their concerns. Additionally, the Principals sought input from students prior to implementing any modifications to the school's dietary offerings. Furthermore, students were granted the opportunity to participate in the decision-making process regarding the establishment of the school's dress code.

Moreover, the school administrators allocate designated day(s) within the weekly schedule to engage in meetings with students, focusing on subjects related to the administration and operation of the educational institution. The survey found that Principals at secondary schools implemented an open-door policy, allowing students to freely approach the head of the institution to address their concerns. The study employed a singular data collection method, specifically the use of questionnaires. This limited approach may have hindered a comprehensive understanding of the relationship between head teachers' leadership styles and student unrest. The study also did not successfully ascertain the degree to which school climate influences student discipline inside educational institutions. The present study offers the necessary elucidation.

The study conducted by Amoah et al (2021) aimed to explore the perceptions of both students and teachers on disciplinary techniques. A total of 36 participants provided replies for the sample. The findings of the study indicated that teachers employed subjective actions and evaluated disciplinary procedures to determine their appropriateness in addressing instances of misbehavior. The teacher ceased employing vocal expressions of praise and discontinued the practice of demotivating students who exhibited disinterest in classroom activities. Hence, it is advisable for educators to foster the practice of engaging students in the process of establishing rules. This approach aims to foster a sense of ownership among students and encourage them to assume greater accountability for their conduct. Additionally, employing cooperative disciplinary measures, rather than punitive and severe disciplinary measures, can serve as a means to motivate children. The study revealed that the involvement of students in the process of role development by school administration was lacking, leading to a perception among students that their contributions and worth to the school were not recognized. The current study has identified the necessity for school administrators to

improve communication among different stakeholders within the school through conversation, highlighting its ongoing importance.

Katolo's (2016) study suggests that directors should set up seminars and workshops for student leaders to learn the skills they need to help make schools less chaotic. The guidelines pertaining to membership in the student council should possess a degree of flexibility in order to ensure inclusivity and garner the appreciation and support of the student body towards the leadership of the council. However, this study could not ascertain the extent to which instructors contribute to the efficacy of administrators' leadership style and the occurrence of student unrest in secondary schools. The present investigation addressed the existing research gap.

Igiri (2019) studied the academic achievement of secondary school pupils in Cross River State's Abi Local Government Area in relation to head teachers' leadership styles. The research investigated the correlation between the leadership style of head teachers and the academic achievement of pupils in the field of mathematics. The results of the study indicated a statistically significant positive correlation between the implementation of a democratic leadership style and the academic performance of students. Conversely, no statistically significant association was found between the adoption of a laissez-faire leadership style and student academic performance. The study determined that there exists a substantial correlation between the leadership style of administration and the academic achievement of mathematics students in the Abi local government area of Cross River State. The negative impact of poor leadership style on students' academic performance is evident, but the positive influence of good leadership style is known to increase students' academic achievements. The present study aims to investigate the potential correlation between ineffective leadership styles and subpar academic performance among students, as well as the subsequent increase

in disciplinary incidents within educational institutions. Additionally, this research seeks to explore strategies for mitigating such occurrences.

Igiri (2019) proposed that head teachers be required to participate in in-service training regarding the leadership style of school administration, with a particular emphasis on the democratic leadership style, as a matter of concern. The present study aims to investigate the degree to which the leadership style of principals' influences instances of student dissatisfaction in secondary schools. The potential divergence of Igiri's research findings from the present study can be attributed to variations in the geographical scope of the respective studies. Hence, the present investigation is deemed essential.

2.3 Relationship between Student Perception of School Unrest and Academic Performance

Disruptions have the potential to impede the progress of lessons for all students, and pupils who engage in disruptive behavior may see a further reduction in their allocated learning time. According to Liu and Meyer (2005) as well as Adams, Lemaire, and Prah (2013), it is crucial for educators to maintain a focus on the ultimate objective of learning while endeavoring to enhance school discipline. Efficient school disciplinary tactics aim to promote accountable conduct and ensure a positive educational environment for all students, while also discouraging any form of wrongdoing. This situation precludes the completion of the syllabus prior to pupils undertaking their final examinations. Due to concerns over personal safety, educators have limitations in delivering optimal instruction and implementing pedagogical approaches that have the potential to enhance their teaching effectiveness. Scholarly research suggests that it is beneficial for both parents and instructors to assume the role of a positive influence and to cultivate discipline among children. Through the implementation of appropriate

punitive measures, individuals are able to effectively address and mitigate a wide range of behaviors that are deemed socially unacceptable. It is imperative for parents to assume responsibility and exert diligent effort in fulfilling the socio-economic and emotional requirements of their offspring. Teachers should also consider altering their approach to work, avoiding laziness, and being prepared to provide guidance to students when necessary (Liu & Meyer, 2005; Adams, Lemaire, & Pray, 2013).

Ekwere (2015) conducted research at the University of Uyo in Akwa Ibo State, Nigeria, on the factors that contribute to student dissatisfaction in higher education institutions and the effects that this unrest has on students' academic performance.

The sample population comprised only of 450 students from the University of Uyo. The potential for bias exists in the study due to the limited scope of data collection, which solely involved students from the University of Uyo. The present study focuses on educators and administrators in secondary schools, namely teachers of G & C teachers, principals, and the School Quality Assurance and Standards Officers (SQASO) in Bondo Sub-County, Kenya. As a result, the findings of this study provide insights into the educational landscape of schools within Bondo Sub-County. The data was gathered through the administration of questionnaires only. This observation suggests that the outcomes of Ekwere's research may possess a potential bias due to the use of a singular data collection instrument. The present study employed a combination of questionnaire administration, interview scheduling, and document analysis guidance in order to obtain a comprehensive understanding of the participants. The present study examined the additional consequences of social disturbance on the academic performance of pupils attending public secondary schools in Bondo Sub-County, Kenya.

Ekwere (2015) suggests that the use of conversation, crisis management training for school administrators, and having sufficient infrastructure on campuses are the best practices that should be followed by school authorities to effectively manage students' dissatisfaction. The recommended guidelines will be perceived by institutional leaders as effective measures for effectively managing student discontent in Nigerian Institutions of Higher Learning. The present study has established a correlation between the behavior of students in Nigeria and Kenya, specifically regarding the factors influencing student unrest and its impact on academic performance. The findings suggest that there is a slight association between the factors influencing student unrest and its implications on the academic performance of secondary students in both Nigeria and Kenya. This study also identified methods for establishing a pleasant school climate and implementing initiatives to mitigate instances of discontent. Therefore, this study holds significance.

Odoyo (2016) studied the effects of discipline on students' academic achievement in public primary schools in Kenya's Muhoroni Sub-County. The study's target population consisted of 817 kids who were selected from a sample of 34 schools using a random sampling method. A questionnaire was employed as a means of gathering data. The present study employed a combination of questionnaires, interview schedules, and document analysis guides to gain a comprehensive understanding of the influence of discipline on academic achievement in public secondary schools within Bondo sub-county. The reliability coefficients of the questionnaire were assessed using the test-retest method, yielding values of 0.83 and 0.97, respectively. Additionally, there was a positive correlation observed between discipline and academic performance, with discipline accounting for 23% of the variance in the kids' academic outcomes. This suggests that there was a positive correlation between the level of discipline and the

academic performance of the students. The results of the present study exhibit a little divergence from Odooyo's 2016 research, as the current investigation focuses on secondary school students within Bondo Sub-County. The study suggests that fostering discipline among students is crucial for enhancing their academic success. It is probable that the factors influencing primary school students differ from those influencing high school students. The present study focuses on learners in secondary schools in Bondo subcounty, located in Siaya County. The disparities in age and educational attainment are anticipated to yield divergent outcomes. This study aims to investigate the efficacy of strategies employed by Principals in mitigating instances of discontent within educational institutions and fostering a conducive and good school atmosphere for students. Hence, the necessity for doing this investigation.

Ofori (2018) studied how indiscipline affected junior high school students' (JHS) academic performance in Ghana's Fanteakwa District. Throughout the course of the study, the primary tool employed for the collection of pertinent data pertaining to the issue at hand was a questionnaire. The present study will employ a questionnaire, interview schedule, and document analysis guide as data collection instruments. The disparities in the research instrumentation employed may contribute to the divergence in the findings between Ofori's study and the present investigation. This study elucidated that the root cause of indiscipline may be traced back to the family environment, as it serves as the initial educational setting for children. Additionally, it was discovered that the impact of indiscipline on academic achievement encompassed an impaired ability to focus during classroom instruction, missed educational content resulting from frequent absences, and an elevated risk of students prematurely leaving school. This research has revealed that student indiscipline can originate from either the

family or the school environment. The impact of school climate on learners is contingent upon whether it is characterized by positivity or negativity.

Ofori suggests that the root of indiscipline in society is within the household. The establishment of discipline necessitates a collaborative and interactive relationship between the family and the school. Additionally, the implementation of a formal hearing procedure that allows students to submit their perspectives and the establishment of an appeals mechanism might enhance the perception of fairness among students and parents. This study facilitated a comparative analysis of the impact of indiscipline on academic achievement in Ghana and Kenya. Hence, the present work addressed this research gap.

In their study titled "Effects of Indiscipline on Academic Performance of Secondary School Students in DEKINA L.G.A. of KOGI State," Enefa et al. (2012) found that both students and teachers acknowledged that indiscipline in secondary schools is primarily attributed to factors such as teachers' level of experience and qualification, an unfavorable school climate, ineffective teacher-student relationships, inadequate school facilities, improper classroom arrangement, and the types of punishments employed by the school. Furthermore, it has been shown that the primary factors contributing to indiscipline are predominantly associated with school administrations.

The findings indicated that the impact of indiscipline on students' academic achievement is associated with subpar academic performance. Indiscipline among secondary school students has been found to undermine the effectiveness of principals and teachers. Furthermore, students' indiscipline has implications for societal development and can also affect the relationship between parents and teachers. The

study reached the consensus that indiscipline is a pervasive issue that impacts several facets of individuals' life, necessitating the collective engagement of all stakeholders in addressing this problem. Furthermore, it is imperative for educational institutions to reinvigorate their primary goal, which is to facilitate the transformation of individuals' cognitive processes and outlook on life. This entails cultivating discipline and imparting the significance of positive social conduct to learners.

It is advisable that educators and educational administrators receive comprehensive training in effectively managing both students and staff. Furthermore, school administration should prioritize the development of policies that do not inadvertently provoke student rebellion. To achieve this, rules and regulations must be both realistic and clearly communicated to ensure universal understanding among the student body. The present study was conducted in Nigeria, hence yielding results that align with the conclusions of the current research. This finding indicates that there are notable similarities in the school climate experienced by kids in Nigeria and Bondo sub-county, Kenya. Furthermore, when these pupils are impacted by the school climate, they exhibit comparable behavioral responses. Enefa et al. (2012) made some suggestions that are a little different from these study results. Therefore, this study holds significance.

2.5 Intervening Strategies used by Schools to mitigate Perceived Students Unrest.

Optimal student learning occurs within an educational setting that fosters a sense of safety, support, intellectual stimulation, and inclusivity. Furthermore, it is worth noting that educational settings characterized by robust school climates play a pivotal role in nurturing the holistic development of students, encompassing their social, emotional, and academic welfare. Scholarly evidence indicates that when educational institutions and administrative bodies strategically prioritize the enhancement of school environment, students demonstrate a higher propensity to actively participate in the

curriculum, attain academic success, and cultivate favorable interpersonal connections. There is a decreased likelihood of problem behaviors among students in conjunction with a lower rate of teacher turnover and higher levels of teacher satisfaction.

Strategic planning is an additional approach that can be employed to address instances of student unrest inside secondary educational institutions. According to the findings of a study conducted by (2008) on the subject of strategic planning, it has been observed that the strategic planning process facilitates the ability to proactively foresee potential issues. The author asserts that the strategic planning process may be effectively delineated into five distinct steps: first, a thorough examination of the institution's historical past; second, an assessment of the current situation, specifically addressing the question of "where are we?". In conducting a situation analysis, it is imperative to consider the future trajectory of the organization. This involves envisioning the desired destination and establishing the institution's overarching aim, as well as creating specific objectives that will serve as actionable steps towards achieving this goal. The practice of providing positive reinforcement to pupils for displaying suitable behavior has been recognized as having inherent worth (Horner et al., 2010). The educational institution should endeavor to enhance its engagement with parents, specifically targeting kids who exhibit recurrent behavioral issues. It is imperative for parents to provide assistance and encouragement to enhance their children's academic achievement inside the educational setting. According to Nicholas (2016), it is imperative for parents to establish a formal partnership with schools in order to assist pupils. This entails proactive involvement on the side of parents, even before behavioral issues arise.

Ofori (2018) argues that the cultivation of discipline within society should commence within the home environment. Consequently, it is imperative for the home and school to have a collaborative and interactive relationship in order to effectively instill discipline. Additionally, the implementation of a formal hearing procedure that allows kids to present their perspective and the establishment of an appeals mechanism could potentially enhance the perception of fairness among both students and parents.

According to Wanderi (2018), it is suggested that the government, specifically the ministry of education, should enforce the implementation of safety manuals in schools. Additionally, there is a need to restructure the curriculum for teacher training to incorporate emerging issues. Furthermore, it is recommended to include these emerging issues in the school curriculum and allocate more resources to ensure that schools adhere to the safety guidelines set by the Ministry of Education. This is particularly important in relation to physical infrastructure and the social environment of schools, as these factors have a significant impact on the teaching and learning processes.

According to Katolo (2016), it is recommended that principals should employ leadership skills and procedures with the objective of reducing occurrences of student indiscipline. It is recommended that educational institutions arrange seminars and workshops for student leaders in order to equip them with the essential skills required to effectively mitigate instances of indiscipline within schools. Additionally, it is advisable for principals to adopt a collaborative strategy that involves all stakeholders within the school community to collectively handle issues of student indiscipline. The regulations governing student council membership should exhibit a degree of flexibility in order to foster an environment wherein all students can duly recognize and endorse the leadership of the student council.

2.5 Summary of Key Research Gaps

Previous studies have established that each lesson should be meticulously recorded, and in cases where a teacher is absent, a system of time-making is necessary; students should not be permitted to idle during the absence of a teacher; school unrest has been exacerbated by the lack of effective communication in educational institutions; domestic discipline is an additional factor that contributes to negative school climate hence unrest; and fostering school safety initiatives establishes a positive school climate hence an environment conducive to learning. When each of these elements is implemented, student unrest in our educational institutions will be reduced and educational performance of the learners will improve. Limited documentation exists regarding the correlation between student discontent and the perception of the school climate in Bondo Sub-County secondary schools. As a result of variations in time, geographical location, research design, sample composition, data collection instruments, and data analysis procedures. This study aims to address the knowledge gaps regarding the correlation between secondary school students' perception of school climate, unrest, and academic performance in Bondo Sub County, Kenya.

2.1 Research Gap

Researcher	Research topic	Finding	Gaps
Chewen et al. (2018)	"The Effects of School Climate on Indiscipline among Students in Public Secondary Schools in Eldoret East sub-county, Kenya	Study found a significant relationship between teacher-student relationships and indiscipline cases among secondary school students (F(47,273)=1.925, p=.001).	The study could not identify additional variables that could potentially influence student indiscipline, hence contributing to a detrimental school environment and the implementation of effective measures to address disciplinary issues within the educational setting.
Lubiner (2015)	Correlation between school climate and school discipline policies and practices in public schools in Rhode Island.	Findings revealed that exclusionary discipline practices were linked to a variety of adverse academic and behavioral consequences for students. In contrast, a pleasant school atmosphere was found to be correlated with a range of positive student outcomes, such as increased academic achievement and reduced instances of behavioral violations.	. No statistically significant relationships were found between school atmosphere and school punishment policies, since the results were equivocal.
Amoah et al (2021)	Explore the Perceptions of both Students and Teachers on Disciplinary Techniques	The findings of the study indicated that teachers employed subjective actions and evaluated disciplinary procedures to determine their appropriateness in addressing instances of misbehavior. The teacher ceased employing vocal expressions of praise and discontinued the practice of demotivating students who exhibited disinterest in classroom activities.	The study revealed that the involvement of students in the process of role development by school administration was lacking, leading to a perception among students that their contributions and worth to the school were not recognized.
Katolo et al. (2016)	The impact of principals' leadership practices on pupil discipline in Makindu Sub-county, Kenya's	The study's findings indicated that the Principals implemented an open door policy, facilitating student engagement in discussing	The study employed a singular data collection method, specifically the use of questionnaires.

	public secondary schools.	their concerns. Additionally, the Principals sought input from students prior to implementing any modifications to the school's dietary offerings.	
Ofori (2018)	How indiscipline affected junior high school students' (JHS) academic performance in Ghana.	This study elucidated that the root cause of indiscipline may be traced back to the family environment, as it serves as the initial educational setting for children. Additionally, it was discovered that the impact of indiscipline on academic achievement encompassed an impaired ability to focus during classroom instruction, missed educational content resulting from frequent absences, and an elevated risk of students prematurely leaving school. The impact of school climate on learners is contingent upon whether it is characterized by positivity or negativity.	Throughout the course of this study, the primary tool employed for the collection of pertinent data pertaining to the issue at hand was a questionnaire.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research designs, study area, study population, sample techniques and sampling size. It also deals with instrumentation, pilot testing, validity and reliability, data collection procedure, data analysis and ethical issues.

3.2 Research Design

The researcher implemented a descriptive research design in this study. Descriptive research designs are quantitative research methodologies that involve the distribution of questionnaires to a limited subset of individuals (sample size) with the aim of identifying patterns or trends in the attitudes, opinions, behaviors, or characteristics of a larger population (Creswell, 2009). The researcher analyzed the data utilizing both quantitative and qualitative techniques. The researcher opted for a descriptive research design due to its capacity to gather primary data from the field through the utilization of interview and questionnaire schedules. By employing a qualitative descriptive design, the investigator obtained firsthand accounts that documented the events in question. The qualitative and quantitative data were used for triangulation purpose. By employing a descriptive research design, the investigator can ascertain the correlation between academic achievement, unrest, and student perceptions of school climate in Bondo Sub-County secondary schools.

3.3 Study Area

The research was carried out within Bondo Sub-County, situated in Siaya County.

Bondo Sub-County is situated approximately 50 kilometers to the west of Kisumu. The sub-county is situated within the geographical coordinates of longitude 34o

16° 9.98' E and latitude 0° 14' 19.00" N. Bondo town serves as the administrative center for the sub-county. The region under consideration is situated adjacent to Lake Victoria, with Budalangi to the North East, Gem to the South East, Rarieda to the South East, and Siaya to the East. The economic activities seen in Bondo Sub-County are fishing, gold mining, quarrying, and cattle husbandry. Bondo Sub-County encompasses a diverse array of educational institutions in several categories. There exist both public and private schools. Public schools encompass various types, including National schools, Extra County Schools, County Schools, and Sub County Schools. This project aims to get a comprehensive understanding of persistent unwanted learner behavior and explore effective strategies for addressing it, involving both governmental and non-governmental entities, as well as society as a whole.

The selection of Bondo sub-county as the study area is based on its notable distinction in 2018 as the foremost sub-county in the lake region, exhibiting the highest incidence of school unrest. A total of eight (8) educational institutions were compelled to cease operations subsequent to a student-led strike, while a handful of additional schools were similarly affected due to the imminent danger of a student strike. Numerous research has been conducted to investigate the underlying factors contributing to social unrest, as well as to propose effective preventive measures. However, a comprehensive understanding of the root causes of unrest and the most efficacious strategies for its prevention remains elusive. The Ministry of Education sought to initiate investigations in order to propose measures aimed at mitigating instances of school disturbance.

3.4 Study Population

The study encompassed the target population of form 3 secondary school students, principals, instructors of Guidance and Counseling, and the Sub-County Director of Education in Bondo Sub-County. In Bondo Sub-County, the total number of form 3 pupils is 3,159. Form three was selected for the study because they had attended the institutions for an extended period of time, and as a result, they had previously been impacted by the school's milieu. Moreover, the students in the form three have the ability to express themselves without any constraints. Additionally, there are 49 principals and 49 guidance and counseling teachers serving in the same sub-county. The population was classified into three categories: exclusively male schools, exclusively female schools, and co-educational schools. The other participants in this study included the principals and guidance and counseling masters from the chosen school, as well as the School Quality Assurance and Standards Officer (SQASO) of Bondo Sub-County.

Table 3.1: Target population

Type of school	Total No. of school	Total No. of students
Co-educational day school	11	323
Girls boarding sec schools	6	1021
Boys boarding sec schools	5	982
Co-educational day and boarding	26	710
Co-educational boarding sec schl	1	24
Principals	49	- G&C teachers
49	- SQASO	1
- Total	49	3,159

Source: Ministry of Education Bondo Sub-County

3.5 Sampling Techniques and Sampling Size

The research included a combination of stratified sampling, purposive random sampling, and simple random sampling techniques. In order to obtain a representative sample, the researcher employed a stratified sampling technique by categorizing the schools into three distinct strata: exclusively male, exclusively female, and co-educational institutions. Stratified sampling was employed to assure the inclusion of all subgroups that would have otherwise been completely ignored if alternative sample approaches were utilized (Cohen, 2003). Following the process of stratification, the researcher decided to employ a sample size of 10%, which aligns with Patons' (1980) assertion that a sample size ranging from 10-30% is adequate for collecting the necessary data.

This decision was made based on the assumption that these individuals, having spent a longer duration in school compared to those in the second year, may have seen instances of school unrest at least once throughout their academic tenure. Moreover, the students in the form three have the ability to express themselves without any constraints, as they have spent a considerable amount of time at their respective educational institutions. Hence, a simple random selection technique was employed to select a sample size of 300 students. The determination of the sample size for the student population was guided by Cohen's conceptual framework, which suggests that a stratified random sampling approach combines the advantages of randomization and classification. This approach allows for the inclusion of both qualitative and quantitative elements in the research process. Cohen (2003) conducted a study. A total of 300 children were selected via purposive sampling, after identifying schools and considering their geographical distribution. By continuously dividing 10% and 20% of the overall student population into boys and girls in form (3), the sample size of 300 was established. However, a

selective sampling method was employed to choose all principals and guidance and counseling teachers from the chosen schools. The researchers utilized a saturated sampling technique to pick the participants for the Study on Quality Assurance in Software Organizations (SQASO). Consequently, a sample of (300) students, ten G\$C instructors, 10 Head teachers, and 1 SQASO was taken.

Table 3.2: Sample size

Respondents		Population (N)	Sample size (n)	Percent (%)
Co-educational		313	$10/100 \times 313$	31
Day schools				
Girls	boarding	1003	$10/100 \times 1003$	100
secondary schools				
Boys	boarding	851	$10/100 \times 851$	85
secondary schools				
Co-educational day/boarding secondary school		700	$10/100 \times 700$	70
Co-educational boarding		47	$30/100 \times 47$	14
G&C teachers		49	$20/100 \times 49$	10
Principals/deputy		49	$20/100 \times 49$	10
Principals				
SQASO		1	1	100

Source: Bondo Sub-County Education Officer 2022

3.6 Data collection instruments

The data collection process involved the utilization of a questionnaire, an interview schedule, and document analysis. The validity and reliability of all the research tools were tested in order to determine their suitability for use within the specific setting of Kenya.

3.6.1 Questionnaire for Students

The data collection involved the administration of a self-report questionnaire designed to measure psychological variables (how students felt about their schools). The students provided ratings using a 5-point Likert scale, where the options ranged from Strongly Agree (SA) with a value of 5, Agree (A) with a value of 4, Neutral (N) with a value of 3, Disagree (D) with a value of 2, and Strongly Disagree (SD) with a value of 1

Data regarding students' perceptions of the school climate were collected using a self-report questionnaire featuring a five-point Likert scale. This approach was chosen due to the fact that students hold varying perspectives on the subject. The questionnaire consisted of a compilation of 22 closed-ended inquiries specifically designed for student respondents. The participants were instructed to evaluate the items using a Likert-type frequency scale with five points, where Strongly Agree (SA) was assigned a score of 5, Agree (A) was assigned a score of 4, Neutral (N) was assigned a score of 3, Disagree (D) was assigned a score of 2, and Strongly Disagree (SD) was assigned a score of 1. According to Sauro's (2011) findings, during the process of assessing and interpreting results, the responses categorized as Strongly Agree and Agree are combined into a single score, just as the responses categorized as Strongly Disagree and Disagree are merged together. The utilization of closed-ended questionnaires facilitated the researcher in acquiring the perspectives, viewpoints, and impressions of the participants.

The items on this were for example;

“Everyone is treated equally well at my school”

“Striking against school administration”

The researcher examined the extent to which students agreed with the items pertaining to the impact of school climate on student discontent in public secondary schools in Bondo Sub-County. Additionally, the assessment included four openended tasks designed to encourage students to articulate their thoughts and ideas more effectively. For example;

“List down three effects of students’ indiscipline you have ever witnessed at your school”

The instrument's reliability was assessed, resulting in a correlation coefficient of 0.86. The items included in the questionnaire were derived from the research questions that were formulated for the study. The items included in the questionnaire were divided into three distinct sections. The initial phase of the study focused on the demographic characteristics of the student population, specifically examining variables such as age, gender, and school type. The second half of the study centers on closed-ended questions pertaining to students' perceptions of school climate and unrest, whilst the final section concentrates on open-ended questions about school indiscipline and potential strategies for its mitigation.

3.6.2 Questionnaire for G&C Teachers

Teachers in charge of G&C in the sampled schools were presented with

questionnaires from the researcher. **See appendices (ii).** The questionnaires consisted of **two** sections: section A was of demographic information, section B had open ended questions and closed ended questions related to objectives of the study. The closed ended questions were rated on FIVE-point Likert scale that is; SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree and SD-Strongly Disagree. For example:

“Parents are always consulted on issues of academic performance of their children”

This enabled the researcher to obtain the views, opinions and perceptions of the respondent. The questionnaire yield data on intervention strategies put in place to improve students’ school climate and curd unrest in secondary schools in Bondo Sub-County, Kenya.

3.6.3 Questionnaire for Principals

Principals from the sampled schools were presented with questionnaires from the researcher. **See appendices (ii).** The questionnaires consisted of **two** sections: section A consisted of demographic information, section B had closed and open-ended questions related to objectives of the study. The closed ended questions enabled the researcher to obtain the views, opinions and perceptions of the respondent. Example of an open-ended question was:

“What are some of the suggestions that you think if adopted by the authority can help improve the way indiscipline cases are handled in your institution?”

The questionnaire yield data on intervention strategies put in place to improve student school climate and curd unrest in secondary schools in Bondo Sub-County, Kenya.

3.6.3 Interview Schedule for Principals and SQASO

The interview schedule was employed to gain a comprehensive comprehension of the impacts of school climate and unrest among public secondary pupils in Bondo

SubCounty. The interview schedule was presented to both the Principals and the SQASO due to their significant responsibilities in maintaining discipline within secondary schools. The objective of the Principals and SQASO interview was to gain a deeper understanding and comprehensive explanation of students' perspectives regarding school climate and unrest in secondary schools within Bondo Sub-County. The interview schedule was designed based on the research topics of the study. The duration of the interview ranged from 20 to 30 minutes, contingent upon the respondent's level of engagement.

3.6.4 Document analysis Guide

The document analysis guide provides reliable findings regarding the academic achievements of students. It was utilized to gather data that is recorded in the office of the Sub- County Quality Assurance and Standards Officer, as well as by the Principals and Deputy Principals. This includes information on instances of unrest within the sub-county, overall academic performance of students, and disciplinary incidents reported in schools, along with the corresponding measures taken by the school authorities to address them. This enabled the researcher to verify and validate the academic performance outcomes of the students in Form Three across the first three terms. To establish the academic performance the means of the results for the 3 end term exams were calculated so as to establish the composite mean for each student. For the composite means the learners were ranked to establish their class positions.

3.7 Pilot Testing of the Instruments

A pilot investigation was conducted in the adjacent Sub County. A pilot study was conducted with the participation of three head teachers, three G & C teachers, and three students. The pilot study facilitated the researcher in enhancing the study's tools,

refining the data gathering technique, and acquiring supplementary knowledge that contributed to the enhancement of the whole research. Furthermore, it facilitated the researcher in determining the validity and dependability of the study tools. The participant in question was excluded from the final study due to their involvement having a detrimental impact on the study's outcomes, resulting in inaccurate findings.

3.7.1 Validity and Reliability

3.7.1.1 Validity of the Instruments

Kombo and Tromp (2010) assert that the validity of a test refers to its ability to accurately measure the intended construct or attribute. Validity refers to the inherent quality of a data gathering instrument or technique, which allows it to accurately measure the intended construct or phenomenon. Validity refers to the extent to which a given method, test, or research tool accurately assesses the construct it is intended to evaluate. Validity refers to the degree to which an assessment effectively assesses the specific construct it is designed to test, as stated by Lilly E et.al (2022). A preliminary assessment was carried out in the sub Rarieda Sub-County, involving three principals and three instructors. The objective of the pre-testing phase was to assess the comprehensibility and pertinence of the instrument items. This allowed for the identification of items that were insufficient in measuring the variables of interest, which were subsequently either eliminated or revised to enhance the overall quality of the research instruments. Content validity was employed by the researcher to assess the extent to which the research instruments accurately captured the aims of the study. The instruments were also validated by expert assessment by supervisors who possess expertise in the relevant field of study (Kombo & Tromp, 2010). In order to achieve this objective, the face and content validities of the measures were assessed by experts affiliated with the department of Educational Psychology at Masinde Muliro University

of Science and Technology. Items that were unclear in meaning were either modified or removed.

3.7.2 Reliability of the Instruments

Reliability refers to the extent to which the variance in a variable can be attributed to its accurate measurement. It serves as an indicator of the consistency of a measurement across time, specifically in terms of the degree to which research equipment produce consistent results over multiple trials. When a measure exhibits high reliability, it indicates that there is minimal presence of error in the scores. Conversely, when the reliability is low, the extent of errors is significantly greater. The reliability of the instrument was assessed using the test-retest method. This study entailed the administration of the identical instrument on two separate occasions to a consistent set of participants. The questionnaire was administered for a second time two weeks after its initial administration by the researcher. The calculation of Pearson's correlation coefficient (r) was utilized to assess the relationship between scores obtained during both testing periods. The coefficient index of 0.73 for Cronbach's Alpha was observed.

3.8 Data Collection Procedure

The researcher applied for research permission from the National Commission for Science, Technology and Innovation (NACOSTI) via the School of Graduate Studies (SGS) at Masinde Muliro University of Science and Technology (MMUST). Subsequently, the researcher proceeded to dispatch notification letters to the subcounty education officer as well as the principals of the selected schools. Subsequently, the researchers conducted their initial visit to the schools, where they engaged with the principals, providing them with an overview of the research objectives and establishing mutually agreeable dates for data collection. During the empirical data collecting sessions, the researcher established a professional relationship by introducing herself and providing respondents with a comprehensive overview of the research objectives

and the methodologies employed for data collection. The questionnaires were distributed to the participants in a manner that ensured their independence. This approach resulted in a questionnaire response rate of 100%. Subsequently, the researcher endeavored to schedule a meeting with the SQASO before to conducting the interview.

3.9 Data Analysis

The process of data collecting involved sorting, editing, coding, classifying, and tabulating the data in preparation for analysis. The analysis of quantitative data involves the utilization of descriptive statistics, which are subsequently presented through various means such as frequency counts/tables, percentages, bar graphs, column graphs, and pie charts. Additionally, chi-square tests and Spearman correlation tests were conducted to establish the statistical significance of the associations between school climate and student unrest. These tests aimed to examine the relationships between principals' leadership styles and unrest in schools, as well as the connections between student unrest and academic performance. The qualitative data was transcribed and subsequently organized into distinct categories, which were then presented as overarching themes and sub-themes. The analysis of the data obtained from open-ended items involved a comparison and consolidation of the replies gathered from both the interview schedule and the questionnaires.

Subsequently, the interview schedules underwent content analysis.

Table 3.3 **Data Analysis Methods**

Research Question & Hypothesis	Research question and hypothesis	Method of Analysis	Data Presentation
Question One	What is the nature of school climate in Bondo sub county	Frequencies, percentages, pie charts, bar graphs	Frequency tables and percentages, Bar graphs, column graphs, pie charts
Hypothesis One	There is no statistically significant relationship between principal's leadership styles and students' unrest	Non-Parametric (chisquare, spearman correlation tests) percentages	Frequency table, pie charts, chisquare test, Spearman Correlation Test
Hypothesis Two	HO2 stated that the association between unrest in schools and students overall academic performance factor was statistically significant.	Non- parametric Chi-square tests, Pearson products moment correlation	Pie Charts, ChiSquare test, Spearman Correlation Test, Pearson Chi-Square Statistics
Question Four	What intervention strategies are used by schools to mitigate students' unrest in secondary schools	Bar graph, pie charts, frequency tables	Bar graphs charts, tables

3.10 Ethical Consideration

The researcher acquired a letter of introduction and received authority to conduct their research from MMUST. Please refer to Appendices IV and V. The researcher subsequently sought authorization to proceed with the intended study and successfully secured a research permit from the National Commission for Science and Technology Innovation (NACOSTI). Additional authorizations were acquired from the County Commissioner, County Director of Education, and Sub-County Director of Education. (Refer to Appendices VII and VIII). Subsequently, the researcher proceeded to visit the selected secondary schools in order to obtain the necessary permissions and consents from the Principals and Guidance and Counseling (G&C) instructors. Additionally, this visit served the purpose of scheduling the dates for data collection. The preservation of privacy and confidentiality was upheld throughout the data gathering phase, as the study was conducted in an anonymous manner. The disclosure of the names of the schools from which the data was taken was not provided. The participants were given a consent letter before to the initiation of the data gathering process. Participants were free to opt in or out of the study. Prior to and subsequent to data collection, debriefing sessions was conducted with the SQASO, principals, and guidance and counseling teachers.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, data analysis, presentation, interpretation and discussion of the study findings is presented. The analyzed data is presented in tabular form.

4.2 Demographic Information

This section presents the demographic data of the respondents. Data was collected from four categories of respondents namely students, G& C teachers, Principals and SQACO.

4.2.1 Questionnaire Response Rate

The questionnaire response rate is presented in Table 4.1

Table 4.1: Questionnaire Response Rate

Variable	Frequency	Percentage (%)
Students	300	100
G \$ C teachers	10	100
Principals	10	100
SQASO	1	100
Total	321	100

Data in table 4.1 shows that there was 100% Questionnaire return rate from all the respondents

4.2.2 The distribution of respondent by age is presented in Table 4.2.

4.2: Age of respondents			Students		Teachers		SQASO
Age bracket	Frequency	%	Frequency	%	Frequency	%	
Source: Field data 2022							
13-15 years	20	6.7	-	-	-	-	
16-18 years	227	75.7	-	-	-	-	
and above 53		17.7	-	-	-	-	
26-35 years	-	-	6	-	-	-	
36-45 year	-	-	8	-	-	-	
46-55 years	-	-	5	1	100		
Over 55 years	-	-	1	-	-	-	
Total	300	100	20	1	100		

Data in Table 4.2 shows that majority of students 227 (75.7%) were in the age bracket of 15-18 year, while 53 (17.7%) were 19 years and above and 20 (6.7%) of them were between 10 – 14 years. For teachers 8 (40%) were between 36-35 years old, while 6 (30%) were between 26-35 years old. Whereas 5 (25%) and the SQASO (1) were between 46-55 years old, only 1 equivalent to 5% was above 55 years. This means that most of the students were in their prime age while the results in Table 4.2 shows that teachers in the sub-county are young in age and therefore are more active in schools.

Results in Table 4.2 shows that most of the students were male 155 (51.7%) while 145 (48.3%) were females. As for the teachers most of the respondents 11(55% were male while 9 (45%) were female. This means that there was a near gender parity in terms of student enrolment as well as that of teacher distribution in Bondo SubCounty. The data revealed that both genders had a substantial representation at secondary schools in the sub-county. However, the number of male students was slightly higher than that one of the females probably due to the fact that girl child education has not been elaborately emphasized in the Sub-Count

4.2.3 Distribution of students as per type of School.

The distribution of students by school type is presented in Figure 4.1.

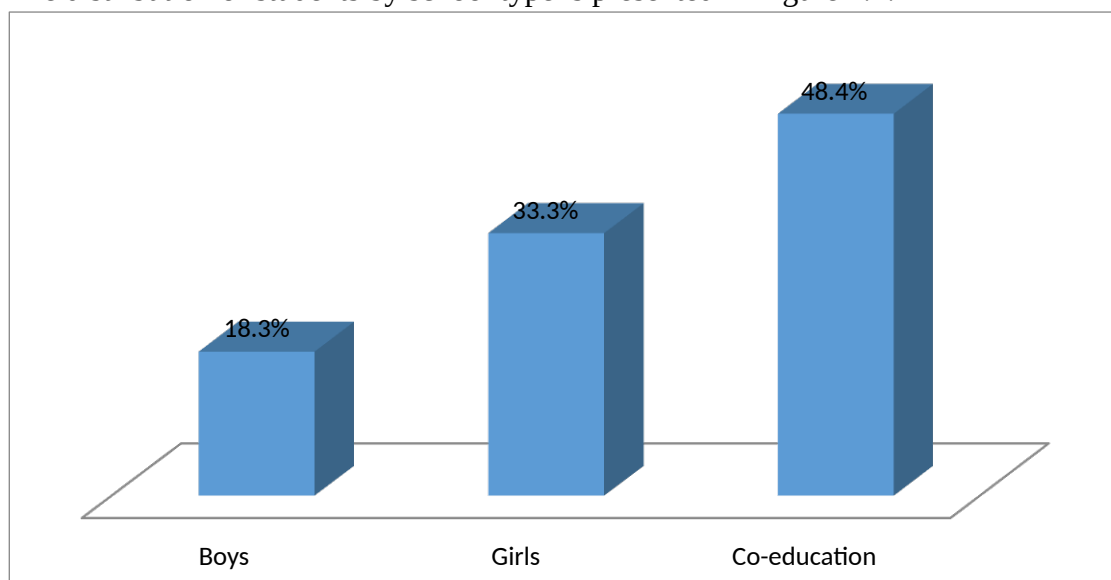


Figure 4.1: Column graph on type of school

Source: Field Data, 2022

Data in Figure 4.1 shows that most of the students accounting for 48.3% were from co-educational schools. Those from pure girls and boys' schools accounted for 33.4 % and 18.3% respectively. This finding was corroborated by the views of SQASO (2022) when he reported that;

“Bondo sub-county has a high number of co-educational schools that tend to admit students from within the sub county from the immediate locality. Students joining these schools are mostly those with low marks in the Kenya Certificate of Primary Education”.

4.2.4 Distribution of Teachers by Level of Education

The distribution of teachers by level of education is presented in Figure 4.2.

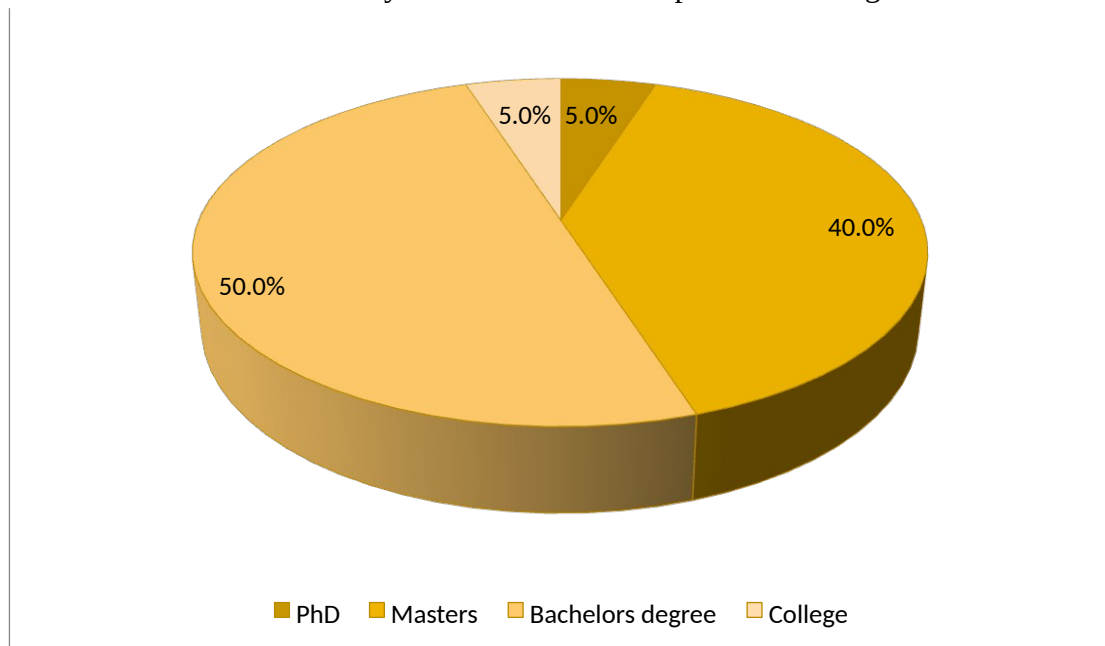


Figure 4.2: Chart on teachers' level of education Source: Field Data 2022

According to data in Figure 4.2, most of the teachers accounting for 50% had undergraduate degrees while 40% of them were masters' degree holders. A paltry 5% had diploma and PhD qualification each respectively. From the results, it is evident that most of the teachers have the requisite qualifications to teach in secondary schools while some of them were interested in professional development and hence pursue higher degrees.

4.2.5 Teachers Responsibility

The distribution of teachers by responsibility is presented in Figure 4.3.

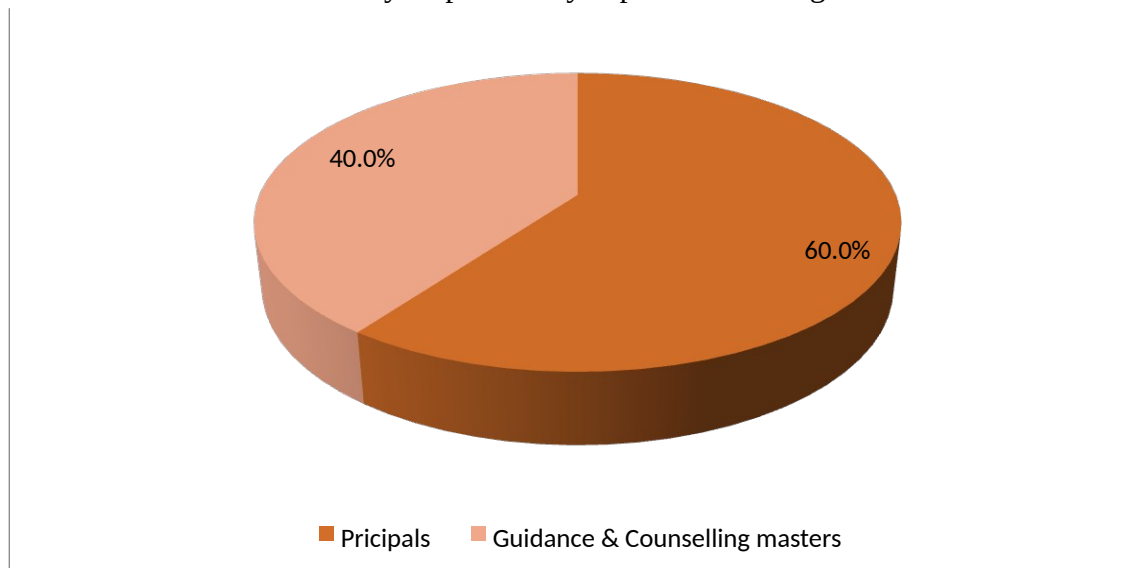


Figure 4.3: Chart on teachers' responsibilities in school Source: Field Data, 2022

Data in Figure 4.3 revealed that majority of the respondents accounting for 60% were guidance and counseling teachers, while 40% of them were principals. This indicates that the G&C teachers were available in most of the schools to offer support to students.

4.2.6: Years of Teaching Experience

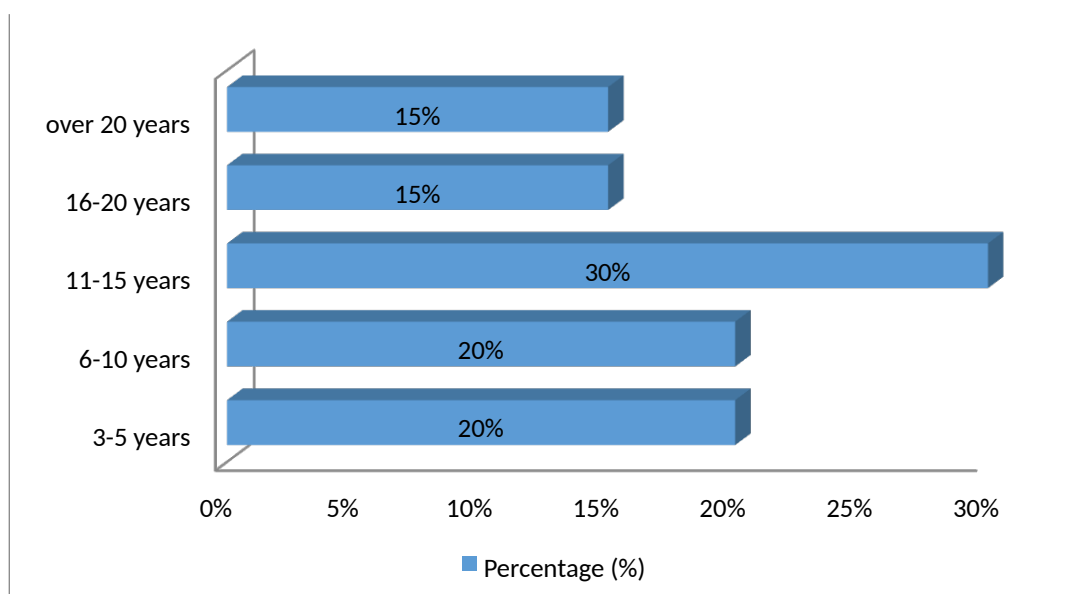


Figure 4.4: Years of teaching experience Source: Field Data 2022

From the data in Figure 4.4, it is evident that most of the teachers accounting for 30% had served as teachers for a period of between 11-15 years while 20% had been in their positions for between 6-10 years. Whereas 20% of them had served between 3-5 years, 15% had served between 16-20 years and over 20 years each. From the results, it is clear that most of the teachers are experienced and well equipped with skills to manage learners.

4.3 Students Perception of Nature of School Climate in Secondary Schools in Bondo Sub-County

The first objective of this study was to establish students' perception of nature of school climate in secondary schools in Bondo Sub-County.

4.3.1 Students' Behaviors in School

The study sought to find out if students felt that they behave well in their school. The results are presented in Table 4.3.

Table: 4.3 Students behavior in schools			Students	
	Teachers Type of school	Frequency	Percentage	
Frequency	Percentage			
Strongly agree	24	8	7	5
Agree	30	10	4	35
Neutral	25	8.3	1	5
Disagree	140	46.7	7	20
Strongly disagree	81	27	1	35
Total	300	100	20	100

Source: Field Data 2022

Results in Table 4.3 show that when students were asked whether they behave well in their school, most of them accounting for 73.7% (27% strongly disagree, 46.7% disagree) did not agree with the statement. Only 18% (8% strongly agree, 10% agree) of the students were convinced that fellow students in their schools are well behaved, while 8.3% remained neutral on this question. Similarly, most of the teachers accounting for 55% (35% strongly disagree, 20% disagree) were of the view that,

indiscipline cases are many in their schools. However, about 40% (5% strongly agree, 35% agree) agreed that there are few Indiscipline cases in their schools.

From the results, it is evident that most of the students do not perceive themselves as well behaved. The same observation was reported by the teachers. Naturally, when students are not well behaved, academic performance is likely to be negatively affected.

During an interview with the principals, one of them said:

“Indiscipline creates disorder in schools and so academic programs are interfered with when students for example, go on strike and are suspended from schools for a period of time. Too much time is wasted by teachers involved in handing disciplinary cases or through counseling committees instead of teaching, or marking assignments, or spending time with students correcting them on subject areas where they are weak in”.

This was vividly expanded by yet another principal who said:

“School and student indiscipline has been a burning problem and issue of great concern for school administrators due to aggression and indiscipline among students, violent within student-teacher. Indiscipline is behavioral disorder and it also causes mental and emotional stress”.

Interestingly another principal had this to say:

“A form of indiscipline is usually seen in the students who are in the adolescent stage. They mostly show disrespect behavior towards teachers in various cases. They refuse to follow the school rules and as a result negative school climate appears within the school”.

This narrative was further supported by SQASO who confidently said:

At times serious cases of indiscipline lead to student protests and from which students take law into their hands and end up destroying school infrastructure. When the unrest escalates principals have no option but to close down the schools. When this happens, a lot of time for curriculum implementation is wasted hence poor academic performance.

4.3.2 Students' Treatment in Schools Based on Parents' Socio-Economic Status

Students were asked if at their school, students are treated the same based on their parents' socio-economic status. The results are presented in Figure 4.5.

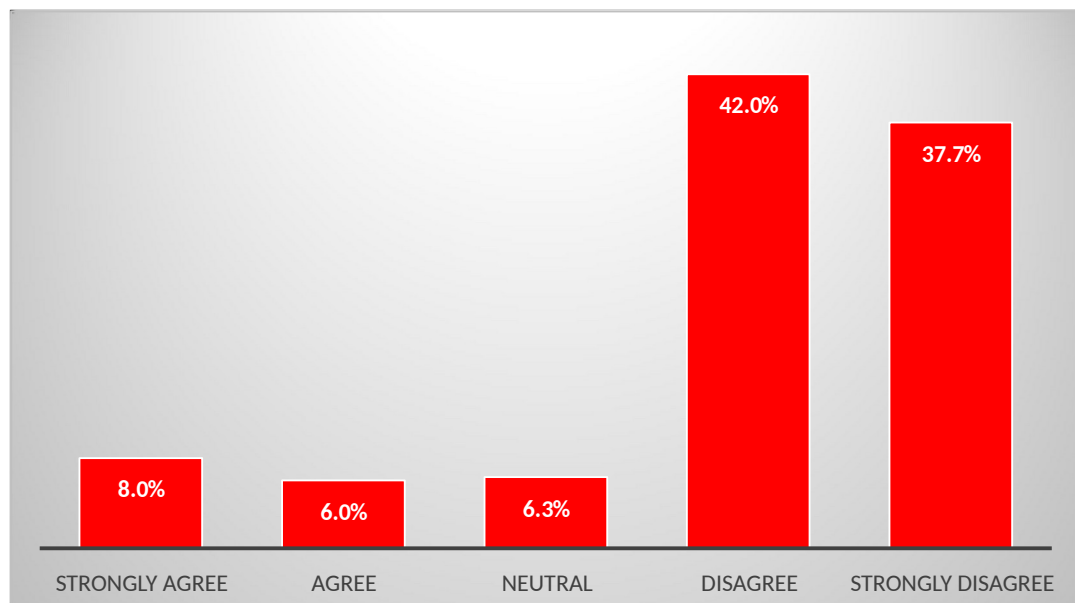


Figure 4.5: Students' Treatment in Schools Based on Parents' Socio-Economic Status Source: Field Data 2022

Results in Figure 4.5 reveals that most of the students accounting for 79.7% (37.7% strongly disagree, 42% disagree) disagreed with the statement that at their school, students are treated the same based on their parents' socio-economic status. Whereas 14% (8% strongly agree, 6% agree) agreed with the statement, 6.3% were neutral. This finding shows that most of the students in secondary schools in Bondo are not given preferential treatment based on their parents' socio-economic status. Bergren's (2014) research, however, found that certain aspects of the school's environment, such as students' socioeconomic status (SES), attendance rates, and school size, all had an impact on students' academic performance and instructors' job satisfaction.

This finding was confirmed by one of the teachers who stated that:

“In our school, learners are treated equally irrespective of the parents’ ses.

In fact the schools rules are not enforced selectively”.

4.3.4 Students’ Attitude towards School

Students were asked if they have a positive attitude towards their school. Table 4.4 presents the results.

Table 4.4: Students’ attitude towards school

Response	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	140	47	6	30
Agree	65	22	9	45
Neutral	5	1	1	5
Disagree	80	27	3	15
Strongly disagree	10	3	1	5
Total	300	100	20	100

Source: Field data 2022

Data in Table 4.4 shows that most of the students accounting for 69% (agree 22%, strongly agree 47%) affirmed that they have positive attitude towards school. Whereas 30% disagree, 27% strongly disagree 3%) disagreed with the statement, 1% remained neutral. On the other hand, when asked about students’ attitudes towards schools, most of the teachers accounting for 75% (30% strongly agree, 45% agree) confirmed that, students at their schools have positive attitude towards their schools, while 20% (disagree 15%, strongly disagree 5%) of them disagreed and 5% were neutral. This means that most students in Bondo Sub-County love their schools. These findings agree with that of Amy (2012) which showed that positive relationships and school

environments are important. Besides, motivation appreciation and safety are critical, hence they all contribute to positive school climate.

4.3.5 How Often Students Get Hurt in School

Students were asked how often they get hurt in school. The results are presented in

Figure 4.6

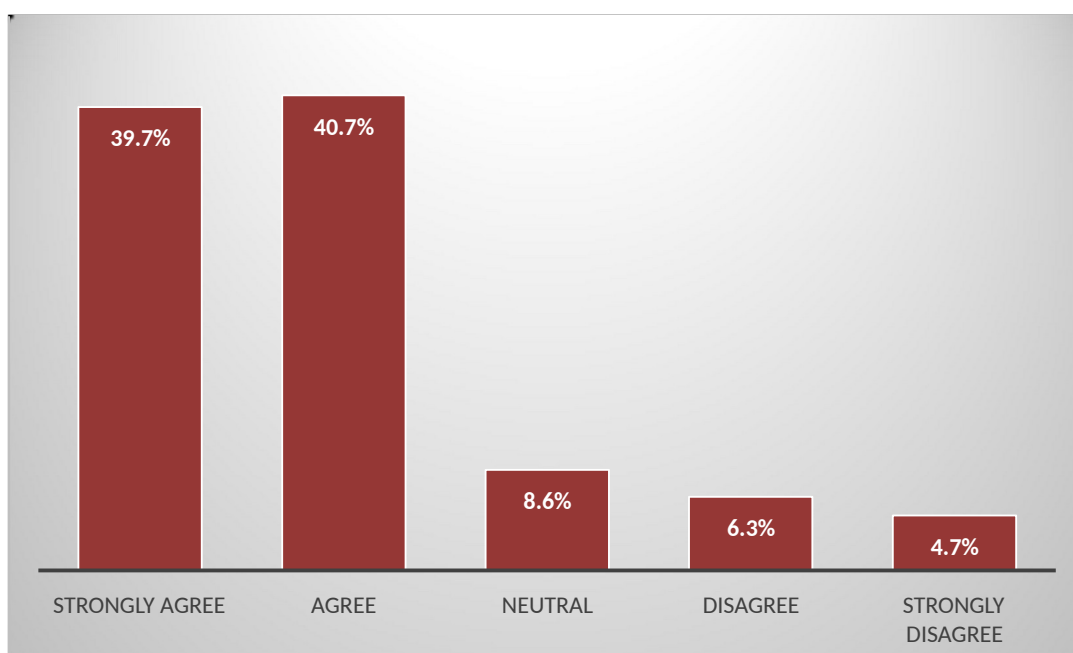


Figure 4.6: Responses on how students get hurt Source: Field Data, 2022

When asked whether they often get hurt at school 80.4% (39.7% of the students strongly agree, 40.7% agree), agreed with the statement. Again, pointing to some underlying issues or factors which lead to some students, not feeling good while in schools and as a result they get hurt. Just about 11% (4.7% strongly disagree, 6.3% disagree) of the students disagreed with the statement. Therefore, students getting hurt while in schools could be another factor contributing to a negative climate in schools which lead to students' unrest. These results are consistent with those found by Maria et al. (2019), who saw an increase in unruly student behavior and classroom disorganization. Teachers who cite lack of classroom discipline as their main challenge

frequently express a desire for more efficient methods of managing their classrooms. Disruptive behaviors in the classroom are on the rise, and school indiscipline is a genuine problem that must be addressed.

4.3.6 Students Caring Attitude in School

Students were asked whether fellow students are caring at their school. The results are presented in the Figure 4,7

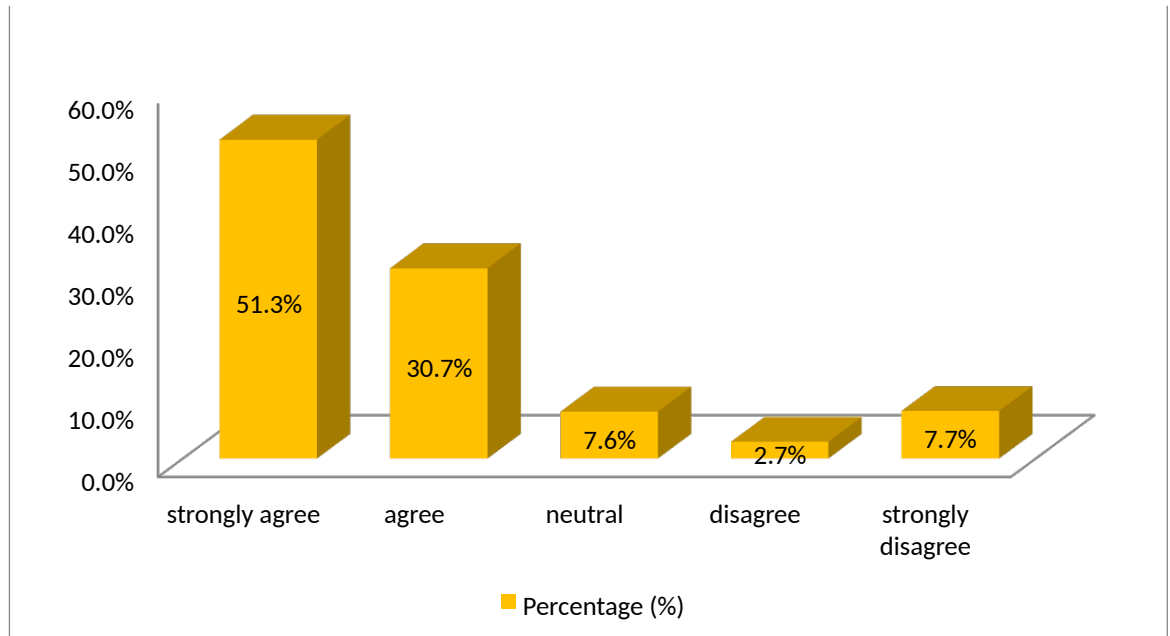


Figure 4.7: Responses on students caring attitudes

Source: Field Data, 2022

On this question, 82% of the students (51.3% strongly agree, 30.7% agree), were in conformity with the statement that; students at their schools are caring people; only about 10.4% (7.7% strongly disagree, 2.7% disagree) of them disagreed. This finding shows that, in most schools, students do care about themselves, colleagues, surrounding and even their well-being in schools. This perception is likely to contribute to positive school climate which reduces unrests in schools.

This finding was supported by one of the principals who observed that:

“Students in my school use the suggestion box/school barazas to give positive reports about the school”.

4.3.7 Student Gets Equal Treatment

Students were asked whether they get equal treatment at school. The result is presented in the Figure 4.8.

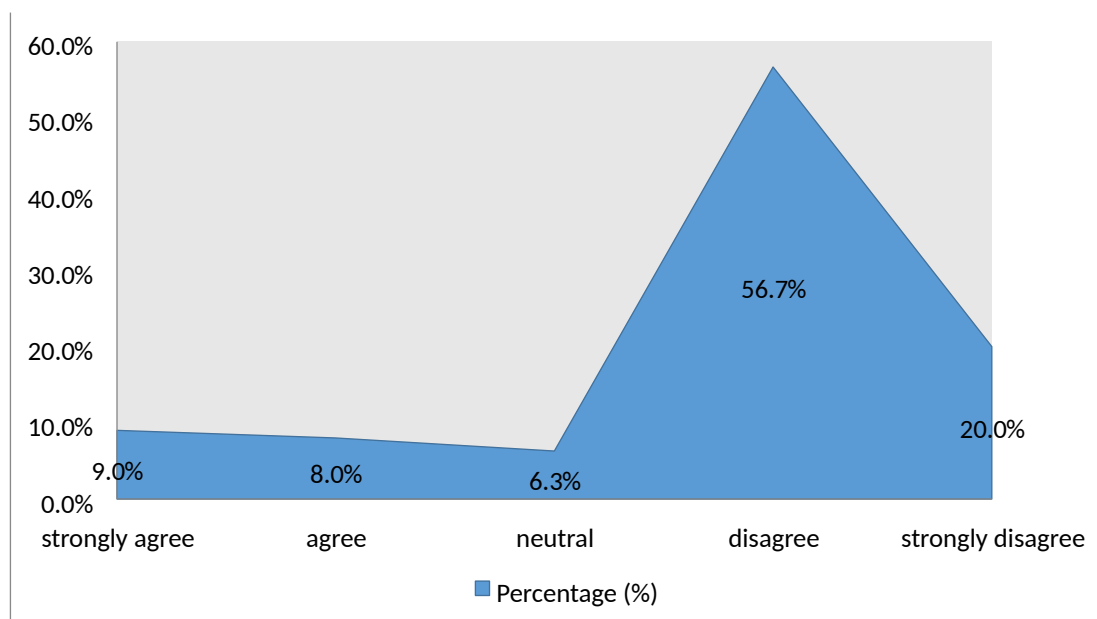


Figure 4.8: Line graph showing students' unequal treatment in schools

Source: Field Data, 2022

Data in Table 4.8 shows that most of the students accounting for 76.4% (20% strongly disagree, 56.7% disagree) disagreed with the statement that; everyone is treated equally at their school while only 17% (10% strongly agree, 7% agree) agreed with the statement. This implies that many students feel that, most school administrators, teachers and support staff do not treat all students equally. Given this situation, it is possible that mistreatment of students is a factor contributing to negative school climate hence a potential reason to cause students unrest in schools. This finding is consistent with the Systems theory, which argues that the school's physical setting and the resources available to teachers and students, as well as the larger community and

society, can have a significant impact on their motivation, outlook, and ultimately their performance in the classroom.

4.3.8 Teachers were also asked to indicate whether students were treated equally in school. The results are presented in Figure 4.9.

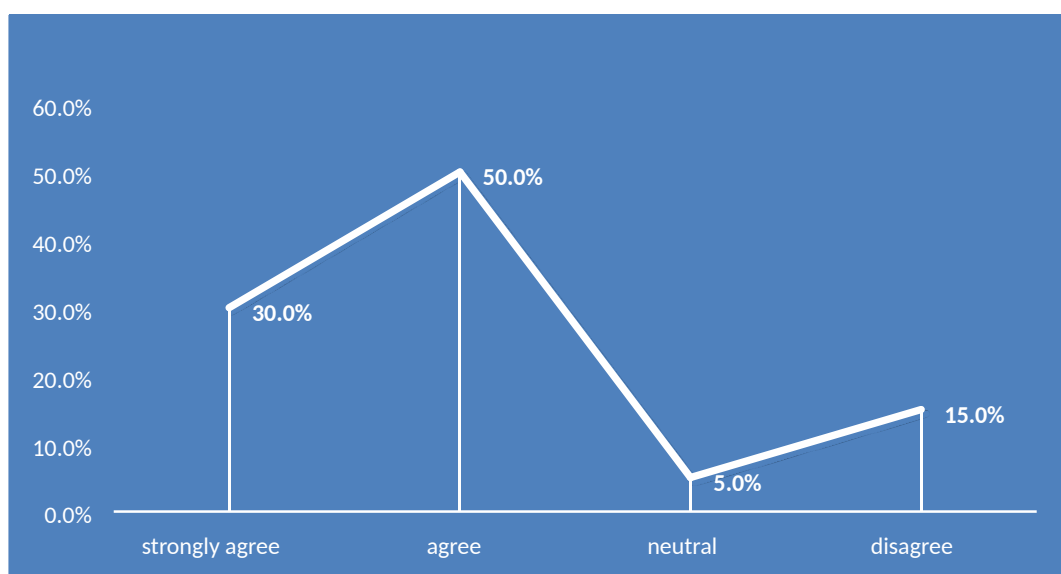


Figure 4.9 Line graph about teachers' responses on how students are treated in schools

Source: Field Data, 2022

Data in Figure 4.9 shows that most of the teachers accounting for 80% (30% strongly agree, 50% agree) were of the opinion that students in their schools, are treated equally. Only 15% of the teachers were of the contrary opinion while 5% were neutral. This finding was in contrast to what students felt, in relation to students being treated equally in school. According to the teachers, students are usually encouraged to share their problems with the school administrators.

This finding was supported by one of the principals who said that:

“We encourage equality among learners for example they sleep in similar dormitories and eat from the same dining holes. Also, when one student makes a mistake, they are reprimanded in equal measure”.

This finding was further supported by the SQASO who observed that;

“Students get the same treatment inside and outside the classroom, when they become sick, when they go out to present their schools in events and also when they go to church for prayers. The treatment happens regardless of where they come from or what needs they might have”.

4.3.9 Noise in Schools

Respondents were asked if their school is usually very noisy. Results are presented in Figure 4.10.

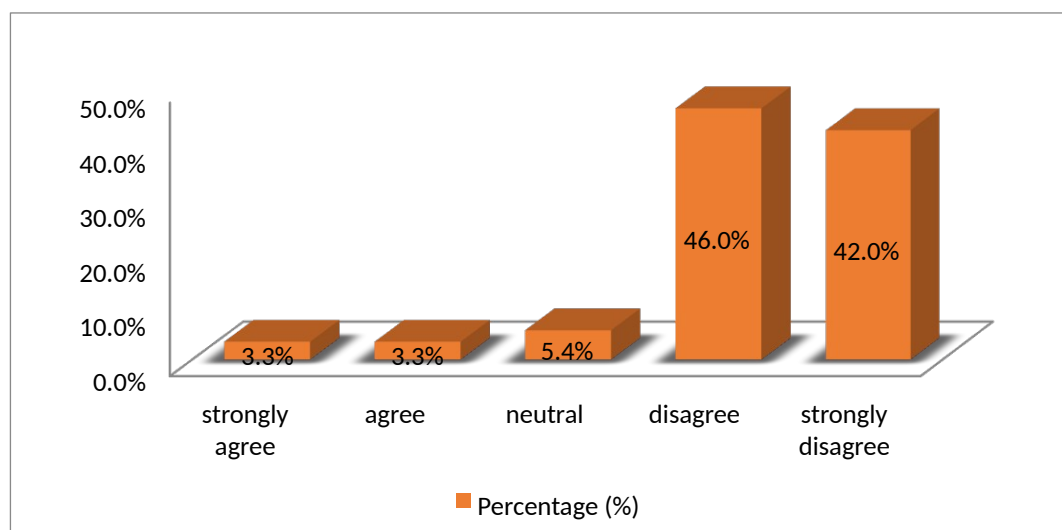


Figure 4.10: Column graph about student noise level in schools

Source: Field Data, 2022

Results in Figure 4.10 shows that most of the students accounting for 88% (42% strongly disagree, 46% disagree) were not convinced that their schools are usually very noisy. Only 9.9% (3.3% strongly agreed and 3.3% agreed) were in conformity with the

statement that; school is usually very noisy, while 5.4% remained neutral. This finding shows that in most of the schools, students are not noisy. This situation affords provides learners with a conducive environment for learning which is critical for high academic performance hence a positive school climate.

4.3.10 Teachers Working Hard to Help Students do well in Tests

Students were asked if their teachers work hard to get them do well in tests. The results are presented in **Table 4.5**.

Students' response about teachers work rate in their schools

Response	Frequency	Percentage
Strongly agree	43	14.3
Agree	21	7.0
Neutral	209	69.7
Disagree	17	5.7
Strongly disagree	10	3.3
Total	300	100

Source: Field Data, 2022

Results in Table 4.6 reveals that majority of the students accounting for 69.7% remained neutral on this question; while 21.3% (14.3% strongly agree, 7% agree) were in agreement that; their teachers work hard to get them to do well in tests. Another 9% (3.3% strongly disagree, 5.7% disagree) of them disagreed. Neutrality of many students only mean that, most of them are either not convinced about teachers work and are not ready to openly say so, or they are convinced about teachers work but do not want to say so, or they are just do not care and are indifferent about the statement. From this finding, it is reasonable to conclude that the teacher student relationships in secondary schools in Bondo is not conducive. This is inevitably likely to produce a negative school climate hence leading to poor academic performance.

This finding is consistent with that of Chewen et al. (2018), who found that positive relationships between teachers and students reduced the number of disciplinary incidents in secondary schools. They concluded that this was due to a decrease in academic stress. In addition, Jepkoril et al. (2014) found that there was a correlation between the quality of the teacher-student relationship and the number of disciplinary incidents in secondary schools. In general, schools with poor teacher-student relationships had more disciplinary issues than those with better relationships.

4.3.11 Teachers Helping Students Solve Problems

Students were asked whether teachers help them solve problems in school. The results are presented in Table 4.6.

Table 4.7: Students response on how teachers solve their problems in schools

Response	Frequency	Percentage
Strongly agree	24	8.0
Agree	25	8.3
Neutral	38	12.7
Disagree	125	41.7
Strongly disagree	88	29.3
Total	300	100

Source: field study 2022

When asked whether teachers in their schools help them with their problems, most of the respondents accounting for 71% (29.3% strongly disagree, 41.7% disagree) disagreed. Only 16.3% (8% strongly agree, 8.3% agree) agreed while 12.7% remained neutral. This means that there is a disconnect between teachers and students in Bondo

Sub-County. This could be a factor contributing to negative school climate, which is a potent trigger of students' unrest.

This discovery aligns with the research conducted by Wanjiru (2014), which revealed that inadequate school administration practices, such as a lack of communication between administrators and students, as well as authoritarian approaches in student interactions, might result in the development of tensions and accumulation of stress. In instances of communication breakdown, students encounter a lack of accessible support channels to address their concerns. On occasion, individuals may resort to engaging in acts of violence as a means to express their discontent.

According to Ludwig Von Bertalanffy's (1968) System Theory, Open Systems are reliant on their surroundings for the purpose of exchanging both matter and information. The resultant outcome would pertain to the interaction between educators and students, encompassing their conduct, interpersonal connections, attitude, and motivation, all of which impact the perceptions within an educational institution, so establishing either a favorable or unfavorable school atmosphere.

4.3.12 Students' Interactions in School

Students were asked about how well they interact in school. The result is presented in table 4.7

Table 4.7: Students response on student-student relationship in school

Response	Frequency	Percentage
Strongly agree	158	52.7
Agree	105	35.0
Neutral	16	5.3

Disagree	8	2.7
Strongly disagree	13	4.3
Total	300	100

Source: Field Study 2022

Data in Table 4.8 shows that most of the students accounting for 87.7% (52.7% strongly agree, 35% agree) affirmed that they cordially interact with one another in their schools. Whereas 7% (4.3% strongly disagree and 2.7% disagree) did affirm the statement, 5.3% were neutral. This finding shows that most secondary school students in Bondo Sub-County believe that, students in their schools likes one another. Positive student-student relationship is a factor contribution to positive school climate.

4.3.13 Students' Attitude on Academic Performance

Students were asked about how they feel in terms of their academic performance.

The results are presented in Table 4.9.

Table 4.8: Students response about how they feel in terms of academic performance.

Response	Frequency	Percentage
Strongly agree	31	10.3
Agree	22	7.3
Neutral	200	66.7
Disagree	32	10.7
Strongly disagree	15	5.0
Total	300	100

Source: Field study 2022

Results in Table 4.9 shows that most of the students accounting for 66.7% remained neutral when asked whether they feel they can do well at school. Whereas 17.6%

(10.3% strongly agree, 7.3% agree) of them felt they can do well in their schools 15.7% (5% strongly disagree, 10.7% disagree) did not approve the statement. The uncertainty shown by many students' who remained neutral is a potential reason enough to cause a perception of negative school climate. Besides, it may lead to some students developing fear of not doing well in their final examinations.

This finding is corroborated by Sophie et al (2017) who found out that positive school climate was associated with students' academic achievements while a negative school climate was found to reduce students' participation in school activities and students learning.

According to Ofori's (2018) study, the impact of indiscipline on academic performance encompassed various factors such as decreased capacity to concentrate during class, missed educational content resulting from absence, and an elevated rate of school drop-out. The author suggests that the cultivation of discipline within society should commence inside the confines of the household. The interaction and cooperation between the family and the school are essential in the establishment of discipline. Additionally, the implementation of a formal hearing procedure that allows students to submit their perspectives and the establishment of an appeals mechanism might enhance the perception of fairness among both students and parents.

4.3.14 Students' Intentions to Fight Others in School

Students were asked whether they fight each other. The results are presented in

Figure 4.11

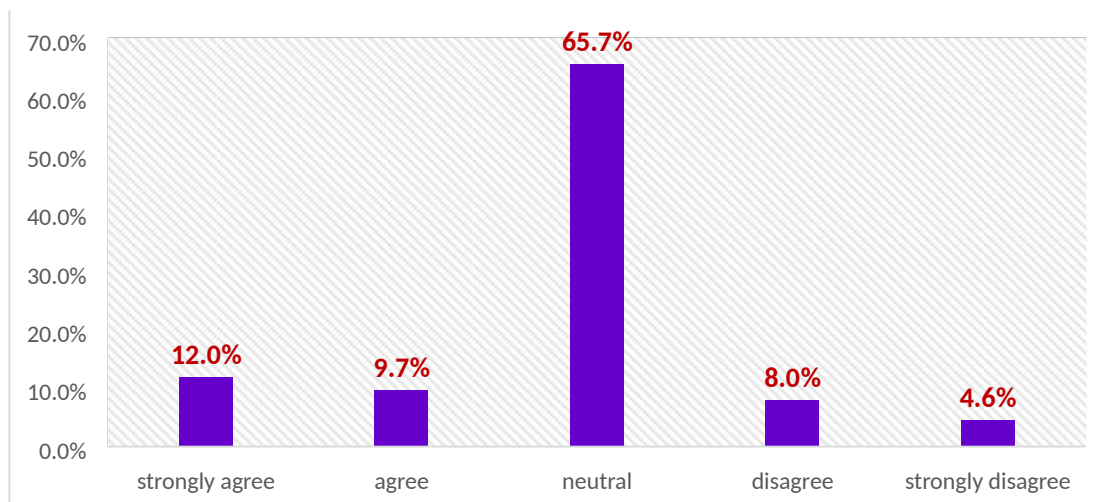


Figure 4.11: Column graph about students' intentions to fight others in school

Source: Field Study 2022

When students were asked whether some of them say that they will hit or fight others at school, most of the respondents accounting for 65.7% remained neutral. Only 21.7% (12% strongly agreed, 9.7% agreed) with the statement, while 12.6% (4.6% strongly disagreed, 8% disagreed) to the statement. This finding shows that students are not sure of how to resolve inter personal conflicts that occur in school. If students' conflicts are not resolve in a proper way that may contribute to negative school climate.

According to research done by Muli (2012) fighting among students, bullying of fellow students, among other factors were the most likely triggers of student unrest. According to the findings of Maria et al. (2019), instructors consistently identify classroom discipline as their primary challenge, highlighting the pressing need for better classroom management approaches. There is a noticeable upward trend in the occurrence of disruptive behaviors within classrooms, indicating a tangible and undeniable manifestation of school indiscipline. Consequently, it is imperative that this issue be acknowledged and effectively dealt with.

4.3.15 Problem Considered More Common in School

Students were asked to point out the problem they consider common in their school.

The response is presented in Table 4.9.

Table 4.9: Students response on burning dormitories

Response	Frequency	Percentage
Strongly agree	134	44.7
Agree	102	34.0
Neutral	22	7.3
Disagree	17	5.7
Strongly disagree	25	8.3
Total	300	100

Source: field study 2022

Data in Table 4.10 shows that most of the students accounting for 78.7% (44.7% strongly agreed, 34% agreed) agreed with this statement that they had experienced burning of dormitories at school. Only about 14% (8.3% strongly disagreed, 5.7% disagreed) while 22 (7.3%) of the students remained neutral. From their response, burning of dormitories is a major indiscipline problem to many students. This finding shows that indiscipline largely manifest itself through burning of dormitories in secondary schools in Bondo Sub-County

According to Chege (2012), it was also noted that instances of indiscipline continued to persist in public schools. Moreover, Ekwere (2015) conducted a study which found that the violation of norms and regulations, inadequate provision of social amenities, and engagement in cult activities by students are significant variables that can contribute to the occurrence of student discontent in higher education institutions.

4.3.16 Students Fighting amongst Themselves

Students were asked whether they often fight among themselves in school. The results are presented in Figure 4.12.

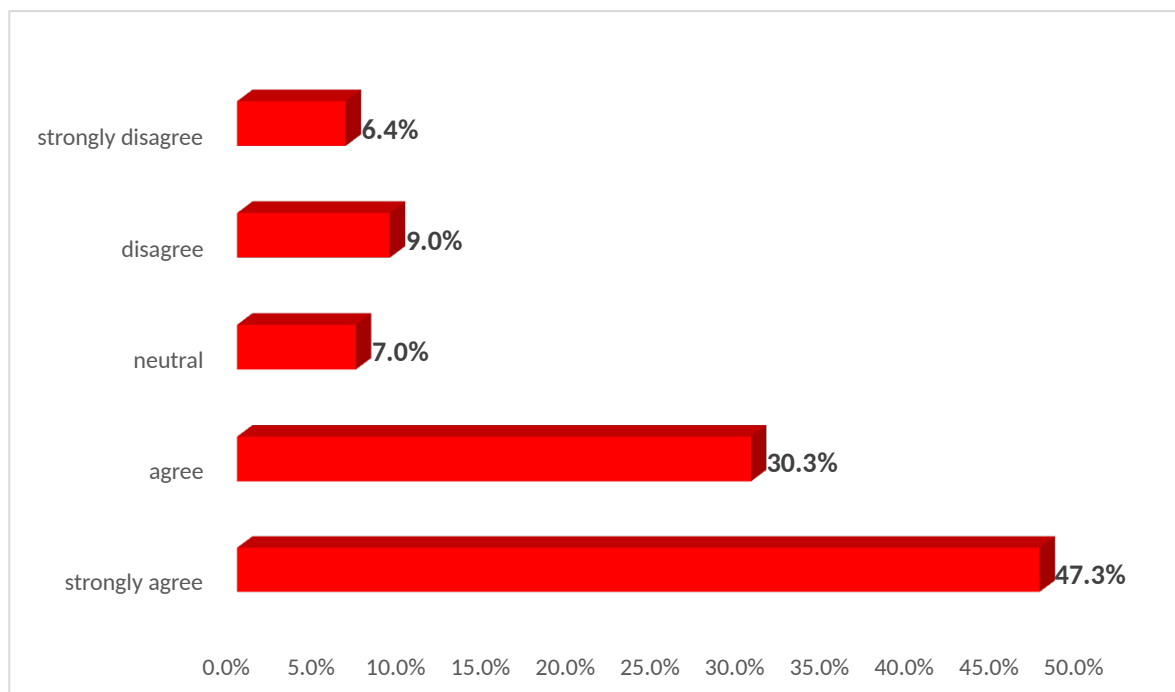


Figure 4.12: Bar graph showing responses about students fights in schools

Source: Field study 2022

Data in Figure 4.12 shows that most of the students accounting for 77.6% (47.3% strongly agreed, 30.3% agreed) with the statement that they often fight among themselves in school. Whereas 15.4% (6.4% strongly disagreed, 9% disagreed) with the statement 7.0% remained neutral. From the finding, it is evident that fighting among secondary students in Bondo Sub- County is a major indiscipline problem. This finding is similar to that of Muli (2012) who established that fighting among students was common in most secondary schools in the Sub-County.

4.3.16 Students Boycotting Classes

Students were asked on how often they boycott classes. The responses are presented in Figure 4.13.

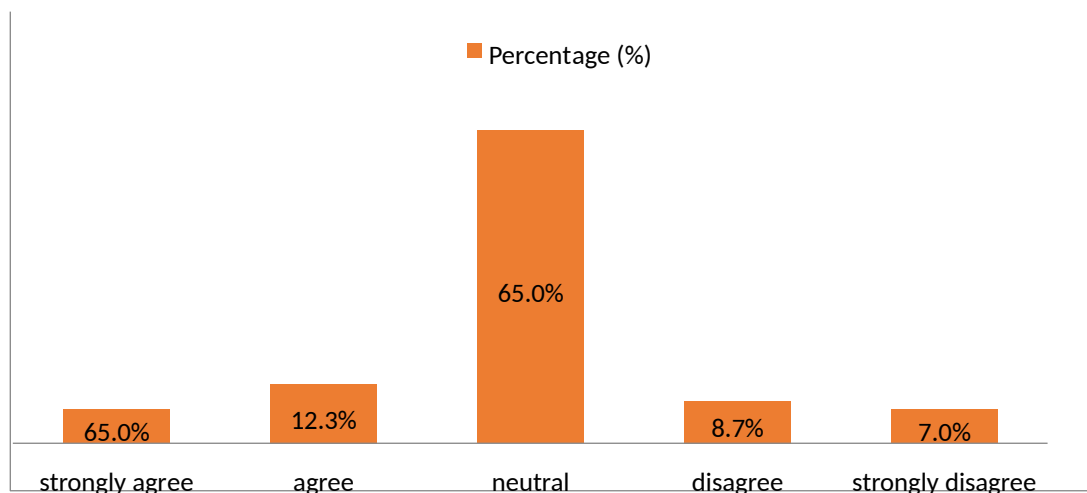


Figure 4.13: Graph showing students responses about boycotting classes Source: field study 2022

From Figure 4.13 it is evident that most of the students accounting for 65.0% were neutral when asked whether they often boycotted classes. Whereas 19.3% (7% strongly agree, 12.3% agree) affirmed the statement, 15.7% (7% strongly disagreed, 8.7% disagreed) did not affirm the statement. When students were asked whether boycott of classes was an indiscipline problem at their schools, from the findings, boycott of classes was not common in secondary schools in Bondo Sub- County.

4.3.17 Stealing School Property

Students were asked about stealing of school property. The responses are presented in Table 4.10.

Table 4.10: Students response on theft of school property

Response	Frequency	Percentage
Strongly agree	19	6.3
Agree	26	8.7
Neutral	39	13.0

Disagree	152	50.7
Strongly disagree	64	21.3
Total	300	100

Source: field study 2022

When students were asked whether stealing of school property was one of the indiscipline problem in their schools, majority of the students accounting for 72% (21.3% strongly disagreed, 50.7% disagreed) with the statement. Only 15% (6.3% strongly agreed, 8.7% agreed), while 13.0% remained neutral. From the above figure, many students did not see theft of school property as an indiscipline problem in their schools.

4.3.18 Students Refusing Punishments

Students were asked on how often they refuse punishments. The response are presented in Table 4.11

Table 4.11: Students response on refusing punishments in school

Response	Frequency	Percentage
Strongly agree	92	30.7
Agree	180	60.0
Neutral	5	1.6
Disagree	9	3.0
Strongly disagree	14	4.7
Total	300	100

Source: Field Study 2022

When students were asked how often they refused to take punishment, 90.7% (30.7% strongly agreed, 60% agreed) confirmed while 7.7% (4.7% strongly disagreed, 3%

disagreed) and a paltry 1.6% remained neutral. The findings indicate that a majority of secondary school students in Bondo Sub-County exhibit resistance towards disciplinary measures. This observation highlights a significant lack of discipline among the student body. The presence of indiscipline is linked to a greater prevalence of unfavorable judgments regarding the overall atmosphere of a school. This underscores the need for proactive measures in school discipline, as they can effectively improve students' perceptions of the school climate.

In contrast, Sarah et al. (2018) argues that students who exhibit discipline tend to hold more favorable perceptions regarding the overall climate of their school, as well as the relationships between teachers and students, students themselves, emotional engagement, positive behavioral strategies, clarity of expectations, and the implementation of social-emotional learning techniques.

4.3.19 Students being unkempt

Students were asked whether being unkempt was a sign of indiscipline in school. The results are presented in Table 4.12.

Table 4.12: Students response on being unkempt

Response	Frequency	Percentage
Strongly agree	106	35.3
Agree	102	34.0
Neutral	30	10.0
Disagree	18	6.0
Strongly disagree	44	14.7
Total	300	100

Source: field Study 2022

When students were asked whether being unkempt was a sign of indiscipline, most of them accounting for 69.3% (35.3% strongly agree, 34.0% agree) agreed with the statement while 20.7% (14.7% strongly disagree, 6% disagree) did not agree as shown

in Table 4.13. Only 10% of the students remained neutral on this question. From the responses, it is evident that being unkempt is a major sign of indiscipline in secondary schools within Bondo Sub-County. This finding corresponds with that of Muli (2012) found out that being shabby is a symptom of indiscipline.

4.3.20 Students Playing when Lessons are in Progress

Students were asked how often they play when lessons are in progress. The responses are presented in Table 4.13,

Table 4.13: Students response on playing when lesson is in progress

Response	Frequency	Percentage
Strongly gree	212	70.7
Agree	20	6.6
Neutral	33	11.0
Disagree	14	4.7
Strongly disagree	21	7.0
Total	300	100

Source: field study 2022

When students were asked whether they play when lessons are in progress, most of the students accounting for 77.3% (70.7% strongly agree, 6.6% agree) agreed with the statement. Whereas 11.7% (7% strongly disagree, 4.7% disagree) disagreed with the statement, 11.0% of them were neutral. The findings show that students in the Sub-County play when lesson are in progress. This is evidence of indiscipline in the schools. This finding is in consonance with that of Muli (2012) who established indicated that

playing when lessons are on dozing in class when lessons were in progress is evidence of indiscipline.

According to the findings of Maria et al. (2019), there has been an observed increase in disruptive behaviors and indiscipline within educational settings. Teachers often express classroom discipline as their primary challenge, emphasizing the need for effective classroom management approaches.

4.3.21 Students Striking against School Administration

Students were asked on whether they go on strike against school administration. .

The response is presented in Table 4.14.

Table 4.14: Students response on striking against administration

Response	Frequency	Percentage
Strongly agree	113	37.7
Agree	125	41.7
Neutral	22	7.2
Disagree	20	6.7
Strongly disagree	20	6.7
Total	300	100

Source: field study 2022

When students were asked whether striking against school administration was an indiscipline problem, most of them accounting for 79.4% (37.7% strongly agree, 41.7% agree) affirmed the statement while 13.4% (6.7% strongly disagree, 6.7% disagree) disagreed and 7.2% remained neutral respectively as shown in Table 4.15. These findings agree with those of Muthee & Wanjiru (2014) which revealed that strikes in

secondary schools in the Sub-County were the worst form of indiscipline as its exposed the students to a lot of danger. Davies et al., (2016) also concluded that disruption of academic programs and closure of schools, are the ramifications of students' unrest.

4.3.22 Students Bullying One Another

Students were asked about bullying fellow students. The responses are presented in Table 4.15.

Table 4.15: Students response on bullying fellow students

Response	Frequency	Percentage
Strongly agree	169	56.3
Agree	90	30.0
Neutral	14	4.7
Disagree	9	3.0
Strongly disagree	18	6.0
Total	300	100

Source: field study 2022

When students were asked about fighting fellow students at school, most of them accounting for 86.3% (56.3% strongly agree, 30% agree) affirmed the statement, 9% (6% strongly disagree, 3% disagree) did not affirm the statement while 4.7% remained neutral. The findings show that bullying of students by fellow students or colleagues, is a manifestation of indiscipline in many schools in Bondo Sub-County. This is likely to lead to negative school climate. Accordingly, Espelage et al., (2014) and Turner et al., (2014) also confirmed that school climate also influences students' behavior, such as rates of bullying and aggression.

4.3.23 Drug and Substance Abuse

Students were asked whether they abuse drugs and substances. The results are presented in Table 4.16.

Table 4.16: Students response on drugs and substance abuse

Response	Frequency	Percentage
Strongly agree	97	32.3
Agree	139	46.3
Neutral	22	7.3
Disagree	26	8.7
Strongly disagree	16	5.4
Total	300	100

Source: field study 2022

When students were asked about abusing drugs and substances, most of them accounting for 78.6% (32.3% strongly agree, 46.3% agree) affirmed the statement while 14% (5.3% strongly disagree, 8.7% disagree) disagreed and a paltry 7.3% remained neutral as shown in Table 4.16. The finding shows that many secondary school students in Bondo Sub-County engage in drugs and substance abuse. This evidently a precursor of student unrest. Drug and substance taking influences students' behavior, such as the rate of bullying and aggression (Espelage et al., 2014; Turner et al., 2014).

While commenting on an item concerning drugs and substance abuse in schools, the SQASO said;

“It’s very important to install the CCTV cameras at strategic locations around the school to look out for any indiscipline among students and deal with the culprits before the problem spreads out”.

According to Wanjiru (2014), the consumption of drugs and alcohol among certain students has been observed to have an impact on their peers, leading them to exhibit disciplinary issues. This influence is believed to occur through the alteration of emotions and feelings, resulting in physical discomfort and restlessness. Consequently, these factors contribute to the violation of school rules and regulations, as elaborated in a separate section.

4.3.24 Worst Case of Students Indiscipline Witnessed in Schools

Students were asked to point out the worst case of indiscipline they have ever witnessed in school in order of their occurrence. The results are presented in Figure

4.14.

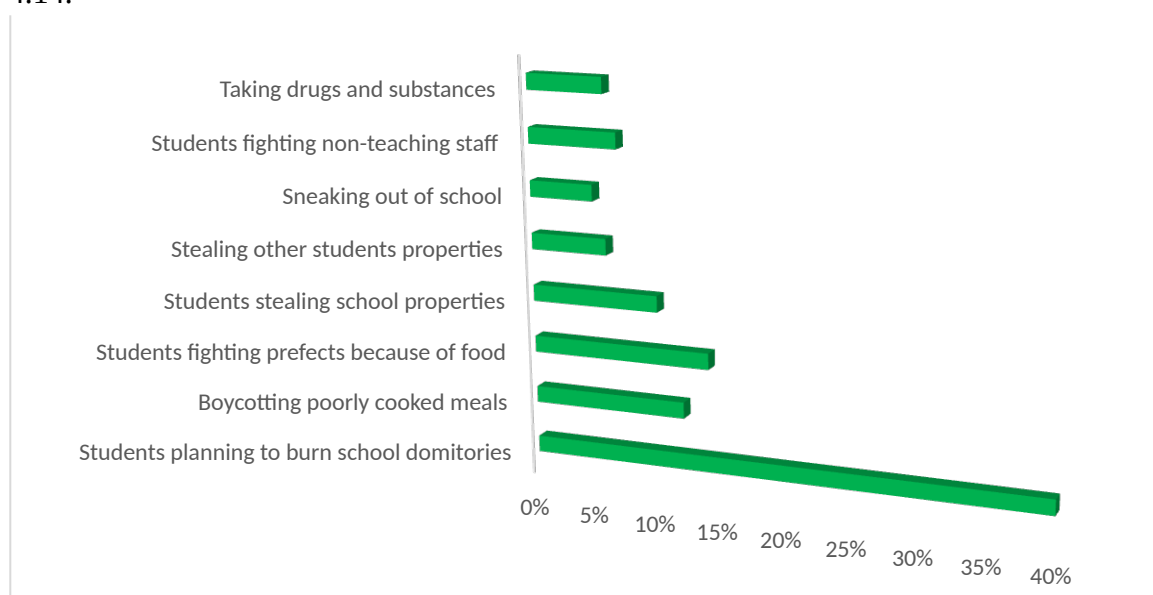


Figure 4.14: Graph on worst cases of indiscipline in schools

Source: Field Data, 2022

When students were asked about the worst cases of discipline they had experienced in their schools, 40% felt that, students' planning to burn school dormitories was the worst. Students fighting school prefects over food/meals was rated as the second worst case of discipline in schools having received 14%. The third worst case according to students was that of students boycotting meals for what they perceived to be poorly

cooked with 12% approval. Students stealing school property was the fourth rated case with 10% while the case of students fighting non-teaching staff was reported by 7% of them. Cases of students stealing other students' property and students taking drugs and substances received 6% ratings each. Lastly, 5% of the students felt that, students' sneaking out of the school was the worst case of indiscipline. These incidences according to most students happened in the evenings, at nights, during lunch break or at around morning break times.

4.3.25 Effects of Students' Indiscipline

Students were asked to indicate the effects of indiscipline cases in school. The results are presented in Figure 4.15.

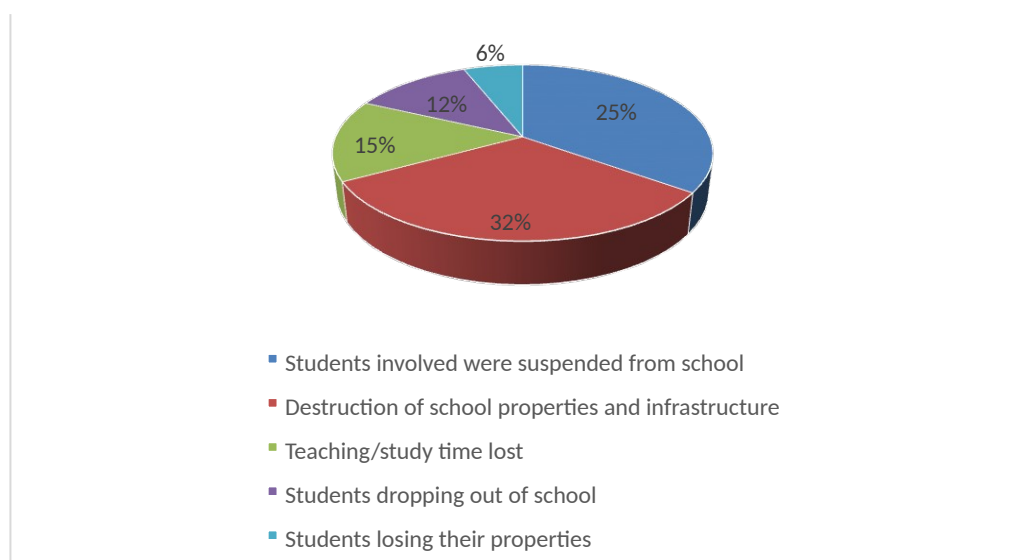


Figure 4.15: Pie chart about effects of students' indiscipline in schools

Source: Field Data 2022

When students were asked to indicate the effects of indiscipline cases in school, the responses were as follows; suspension from school at 35%, destruction of school property and infrastructure at 32%, teaching/study time lost at 15%, students dropping out of school at 12% and students losing their property at 6% respectively as shown in Figure 4.16.

This outcome means that various indiscipline cases faced within the school environment may contribute to students perceiving the school climate negatively hence poor academic performance. According to Odoyo (2016) academic performance increased among the pupils with increased level of discipline, while it decreased among pupils with decreased level of discipline.

4.3.26 Factors Influencing Students to Misbehave at School

This study set out four factors which influence students to misbehave at school. The students were expected to affirm all the factors that they consider common in their opinion. From their responses, they rated these factors in the following order from the highest approved to the lowest.

4.3.26.1 Friends at School

Students were asked whether students at school influenced them to misbehave. The results are presented in Table 4.17.

Table 4.17: Students response about how friends at school influence them to misbehave

Response	Frequency	Percentage
Strongly agree	159	53.0
Agree	59	19.7
Neutral	48	16.0
Disagree	14	4.7
Strongly disagree	19	6.4
Total	300	100

Source: Field Data 2022

Data in Table 4.17 shows that most of the students accounting for 73% (53.3% strongly agree, 19.7% agree) affirmed that their friends in the same school contributed to students misbehaving while at school. Whereas 11% (6.4% strongly disagree, 4.7% disagree) did not affirm the statement and 16% were neutral. From this finding, it is evident that friends in the same school influenced many of the students to misbehave in schools. Basically, peer influence from indiscipline students necessitate change of behavior in many students who may be out of pressure; want to follow what their friends say or do.

This finding is consistent with that of Muli (2012) who found that when adolescents experience identity crisis, most of them turn to rebellious activities such as smoking, drinking, and drug abuse due to negative peer pressure. Kangangi (2017) avers that peer pressure affects students' academic performance hence their attitude should be changed positively through motivation and more parental involvement in student academics.

4.3.26.2 Principals Leadership Style

Students were asked whether head teachers leadership style influenced them to misbehave. The results are presented in Figure 4.16.

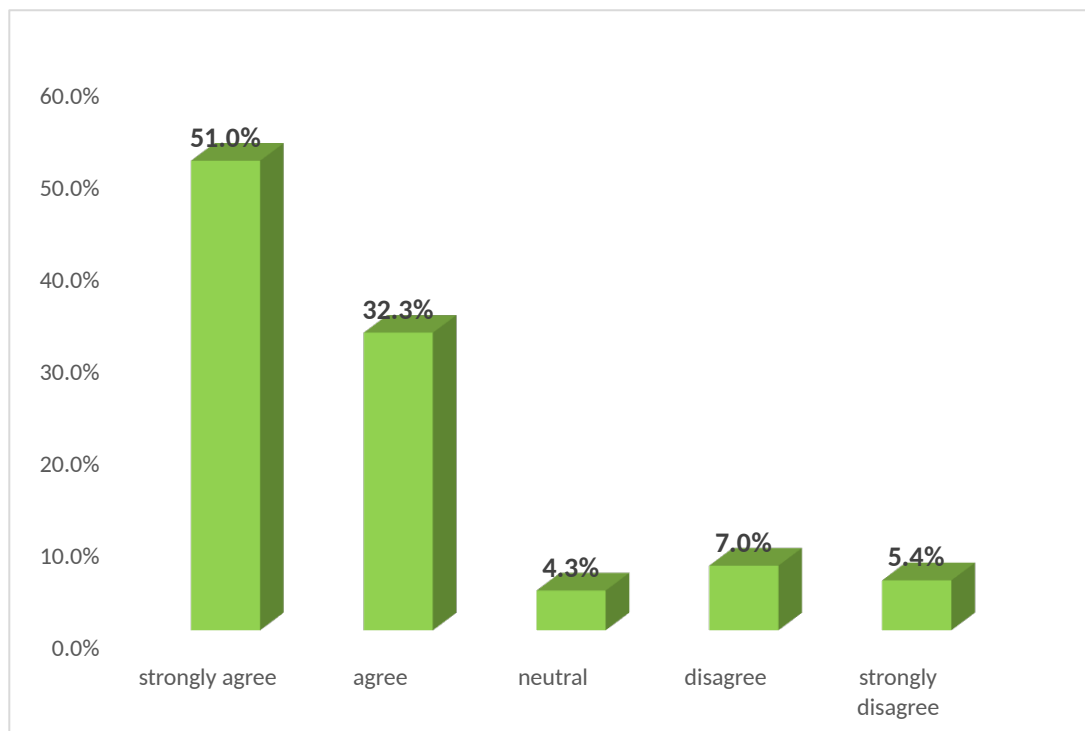


Figure 4.16: Principals' leadership/management style influences students to misbehave the most

Source: Field Data, 2022

When the respondents were asked whether head teachers leadership style influenced them to misbehave, most of them accounting for 83.3% (51% strongly agree, 32.3% agree), affirmed the statement. Whereas 12.4% (5.4% strongly disagree, 7% disagree) did not affirm the statement, 4.3% remained neutral. This finding shows that most of the principals in Bondo Sub-County are high handed. As school administrators, their approaches to solving problem or issues at schools and strictness or lack of it can influence the way students behave or respond to some of the rules or regulations set by schools' management. Masood et al (2021) posit that autocratic and democratic leadership approaches of head teachers influence the intrinsic and extrinsic discipline;

however, the value of laissez faire approaches has no significant influence on extrinsic discipline of the school.

Similarly, Igiri (2019) found out that leadership style of administration has significant relationship with mathematics students' academic performance and thus affects their academic performance in general. These results revealed that Principals' leadership style contributes a lot to the perception of school climate by students.

4.3.26.3 Friends Outside School

Students were asked whether friends outside school influenced them to misbehave.

The results are presented in Table 4.18.

Table 4.18: Friends outside school influence students to misbehave the most

Response	Frequency	Percentage
Strongly agree	87	29.0
Agree	87	29.0
Neutral	87	29.0
Disagree	26	8.7
Strongly disagree	13	4.3
Total	300	100

Source: Field Data, 2022.

When students were asked whether friends outside school influenced them to misbehave, 58% agreed with the statement saying that friends outside school influenced them to misbehave in schools, 29% of students were not sure on whether they get affected while 13% said their friends outside school was not a major reason contributing to students misbehaving while at school. Clearly, peer influence from indiscipline friends outside school compound, still necessitated a huge change of behavior in many students, who may be out of pressure want to follow what their

friends say or do. Either, friends outside school, was seen as a big contributor to students' misbehaviors, given that about 58%, representing over half of the respondents agreed with this statement, meaning they are a major influencer towards students' misbehaviors at schools.

4.3.26.4 Teachers, Parents and Politicians

Students were asked whether teachers, parents and politicians influence them to misbehave. The result is presented in Table 4.19.

Table 4.19: Teachers, parents and politicians influence behaviors of students

Response	Frequency	Percentage
Strongly agree	120	40
Agree	80	26
Neutral	20	6.67
Disagree	60	20
Strongly disagree	20	6.67
Total	300	99.34

Source: field study 2022

When the respondents were asked whether teachers, parents and politicians influence them to misbehave at schools 66% (40 % strongly agree, 26% agree) agree to the statement, 26.67% (20% disagreed and 6.67% strongly disagreed) did not affirm the statement while 6.67% remained neutral. This finding shows that teachers, parents and politicians are a major reason for students' misbehavior at schools. Their behaviors, language or activities, was one of the key factors which influences many of the students to misbehave at school. This finding aligns with the research conducted by Ofori (2018), which demonstrated that the root cause of indiscipline can be traced back to the

family environment, as parents serve as the primary educators of their children. The interaction and cooperation between the family and the school are essential for the establishment of discipline. Additionally, the implementation of a formalized hearing procedure that allows students to present their perspectives, coupled with the establishment of an appeals mechanism, might enhance the perception of fairness among both students and parents. Various factors contribute to the establishment of a pleasant school climate for students within educational institutions. This narration was further supported by SQASO who confidently said;

“Some parents give too much upkeep money to their children for one to hide the identity which led many students to drugs and alcohol abuse. Others are poor role models to their children; they abuse alcohol in the presence of their children and fight too. Due to broken homes and lack proper parenting the students behave in the same way or they may be stressed by their parents’ behavior which can manifest itself in form of indiscipline”.

4.3.26.5 Parenting of Students contribution to School Unrest

Teachers were asked to indicate the extent to which parenting of students contributed to school unrest. In the opinion of most teachers’, parents are to some extent contributing to the unrest witnessed in schools. One respondent said,

“Some parents are engaging children in drugs and substances abuse when they directly sell this substance to them without regard for the fact, they are still students”.

Another respondent added that,

“Some parents are reluctant to support the school administrations in implementing school policies, rules and regulations set out to streamline students’ behaviors in schools”.

In addition, a respondent noted that;

“Some parents side with the students when the school authority wants to punish them for their bad behaviors”.

It was observed nearly by all respondents that some parents are not available for their children, either because they are busy or just do not care at all hence the students take advantage and engage in bad behaviors. In some instances, the teachers noted that,

“Some parents have the habit of blaming teachers whenever their children are found guilty of some offences in schools. Also, some parents are not good role models given that they are often absent from home and that permissiveness is at an all-time high in some homes”.

Most G &C teachers also noted that some parents hardly punish or reprimand their children at home when they misbehave. Given this scenario, it is possible that this behavior is extended to the teachers when they want to reprimand the students. Some of teachers linked this tendency to the fact that a number of parents are too busy to know what their children are doing either at home or in school.

Liu & Meyer 2005; Adams, Lemaire & Pray 2013) in their research recommended that both parents and teachers should serve as role models as well as instilling discipline among students. By this they can do any punishment and reduce any form of punishment and reduce various forms of behaviors that are not accepted in the society. Parents should be responsible and work hard to meet socio-economic and emotional needs of their children. In addition, (MoE) 2019 founded out that lack of a proper relationship among parents, teachers and learners creates a whereby learners fear addressing their problems effectively and requesting much needed support. (MoE) recommended that parents should ensure that they are in constant communication with the learners and teachers, school management should create an enabling environment to

foster relationships between teachers and learners, the ministry should enhance policies to ensure a good working relationship between teachers and learners is upheld and National Parents Association should be supported financially to organize forums where learners, parents and teachers openly engage and interact so as to foster respect and trust among them. Moreover, a significant number of parents excessively provided financial support to their children, resulting in the concealment of their true identities. Consequently, this phenomenon has contributed to a rise in substance addiction, particularly drug and alcohol misuse, among numerous pupils. Some parents serve as negative examples for their children, engaging in alcohol misuse and in physical altercations in front of them. Learners' behaviors may be influenced by broken homes and inadequate parenting, leading to potential manifestations of negative school climate. Additionally, they may experience stress as a result of their parents' behavior, further contributing to these behavioral issues and leading to experiencing poor performance in school hence negative school climate.

4.3.26.6 Community Contribution to Students' Indiscipline in Schools

Teachers were asked to explain on how the community contributes to students' indiscipline in schools. The results are presented in **Table 4.20**

Table 4.20: Community contribution to students' unrest

Response	Frequency	Percentage
SQASO		
Agree	1	100
Disagree	-	-
Total	1	100
Teachers		
Agree	18	90.0
Disagree	2	10.0
Total	20	100

Source: field study 2022

Teachers were asked to explain on the community contribute to students' indiscipline in schools. Most of the teachers accounting for 90% reported that the community has a high impact on school climates like for example; selling drugs and substances to students. When asked to indicate some of the illicit substances sold to the students, they mentioned bhang, miraa, cigarettes, alcohol, glue and petrol. In as much as some of the community members are alive to these activities, they hardly report them to the school authorities. This was echoed by the Sub-County Quality Assurance and Standards Officer saying:

“Community has an important role in the education of all children. Community involvement in school management programs help in ensuring safety and full support to teachers, students and family members. Community agencies partnering between systems offer protective factors that can contribute to student resilience as well as help efficiently and effectively address issues like indiscipline when they arise.

Schools that are well connected to the local community can create a safe and supportive environment inside and outside of the classroom.” A respondent said:

“Some students learn bad behaviors from the surrounding communities which they replicate in schools, while some members of community surrounding schools provide hide-outs for indiscipline students when they are chased away from schools, and from such hide-outs, the students plan how to attack or cause unrest in schools”.

Another respondent added that:

“Children imitate what they see, hear and what people do in the community. Social and cultural organization of neighborhoods shape the socialization processes of family and school for example; an adolescent exposed to violence in the community is associated with poor school attendance, poor class performance and problem behavior in school.”

4.3.26.7 Preventing Influence from the Community on Students from Affecting the Schools

The SQASO and teachers were requested to identify strategies that can be implemented to mitigate the adverse impact of community influence on the school. It has been observed that the influence of community, nonetheless, is not invariably detrimental. The presence of kids residing in the same neighborhood can serve as a valuable resource and positively impact academic performance, hence fostering a conducive school environment. Collaborative efforts between schools and their surrounding communities, such as mentoring programs, safety patrols, and business partnerships, have the potential to enhance school programming and exert a positive influence on student success and attitudes towards education.

One respondent noted that:

“Schools should work together with the surrounding communities as stakeholders on matters to do with security and safety of the students. This can be implemented through

frequent meetings where community members are sensitized on the need for enhanced school community partnerships, more so with reference to safety and security”.

Another respondent reported that;

“The school should involve the local community agencies/group to offer support to the school. That support will allow parental guardians to better meet the needs of and support their children, thereby helping to set the proper conditions for learning and improving school climate for all. Services such as tutoring, after-school activities, and daily volunteers can be led by community members and organizations to further support the family within the great school community and as a result creating a positive school climate in the school”.

While the other one said

“The school management should properly fence the school compounds to eliminate unnecessary access to schools by strangers and or intruders. The schools should extend corporate social responsibility services to the community, for example, by providing clean water and engaging in games and sports with them”.

In support of these findings, Scherr (2012) concluded that students' educational experience is situated within several context; including classrooms, peer groups, schools, and neighborhoods. Hence, it is imperative for educators to collaborate with parents of kids, placing emphasis on the necessity to enhance and facilitate parental understanding of their roles in fostering a positive school environment. Greenway (2017).

From the fore going discussion, it is evident that the nature of school climate in secondary schools in Bondo Sub-County needs to have improved interaction between students, teachers, administration, parents and community around the school, the quality of teaching should be improved in that there should be more contact hour

between students and teachers, and teachers should also engage students adequately in classes and outside class. In addition, all the necessary steps and precautions need to be taken so that all students may feel safe at school.

4.4 Relationship between Students perception of Principals' Leadership Styles on Unrest in Secondary Schools in Bondo Sub-County

The second objective of the study was to establish the relationship between Students perception of principals' leadership styles on unrest in secondary schools in Bondo Sub-County.

4.4.1 Leadership Style and Involvement of Teachers and Students

Respondents were asked whether leadership styles of principals should be the one that seeks opinion of teachers and students. The results are presented in Table 4.20.

Table 4.21: Leadership Style of Principal should be one that seeks opinion of teachers and students

Response	Frequency	Percentage
Students		
Agree	250	83.3
Disagree	50	17.7
Total	300	100
Teachers		
Agree	13	65.0
Disagree	7	35.0
Total	20	100

Source: Field Data 2022

Data in Table 4.21 shows that most of the students (83.3% agree and 17.7% disagree) view principals' leadership/management style as reason or cause for students' unrests in schools. They agreed that principals' leadership style influences students' misbehavior, and indiscipline. Similarly, most of the teachers accounting for 65% agreed, 35% agreed) agreed that principals leadership style influences students' behavior. They opined that principal leadership style should be one that seeks opinion of teachers and students on critical issues which affect them.

The aforementioned observation is corroborated by the suggestion put out by Katolo et al. (2016). The suggestion is made that school principals should adopt a collaborative approach that involves all stakeholders in addressing issues of student indiscipline. It is proposed that the criteria for student council membership should be flexible, allowing all students to appreciate and support the leadership of the student council. According to the findings of Chege (2012), there was a statistically insignificant link observed between the autocratic leadership style ($t=0.527$, $p>.05$), democratic leadership style ($t=0.870$, $p>.05$), and laissez-faire leadership style ($t=1.003$, $p>.05$). Since the p-values exceeded 0.5. The study's findings led to the conclusion that there exists a direct correlation between the leadership style of head teachers and the discipline exhibited by students.

4.4.2. Leadership Style and Discipline

Respondents were asked whether head teachers/principals style of leadership influence student's discipline. The results are presented in Figure 4.17.

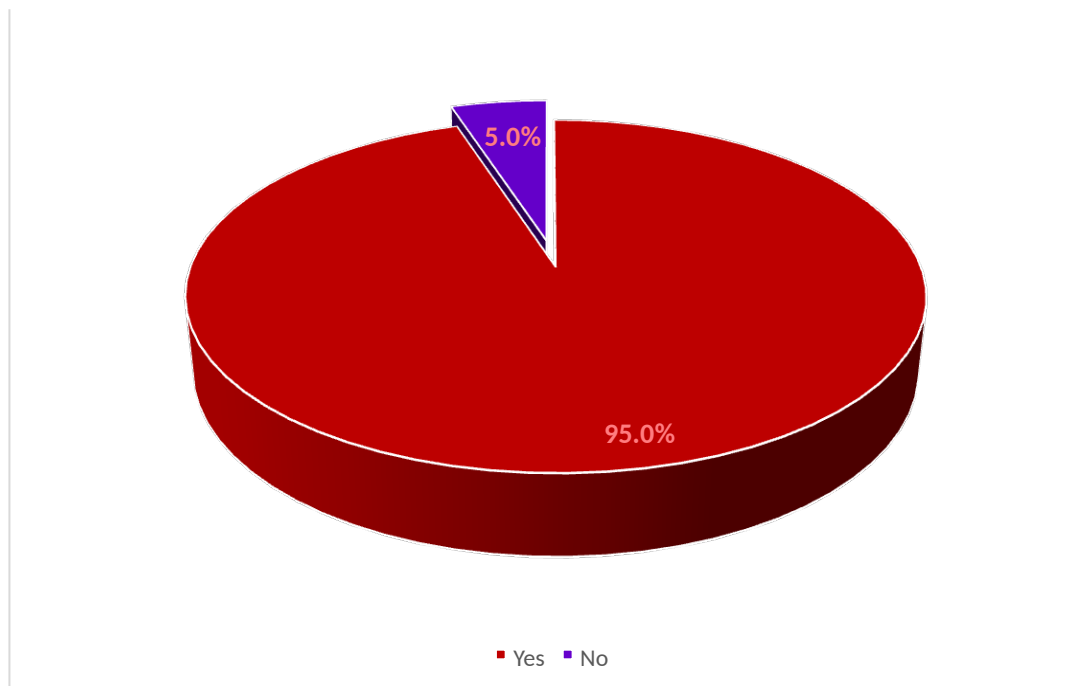


Figure 4.17: Response about principals' leadership style influence on students' discipline Source: Field study 2022

Results in Figure 4.17 show that most of the teachers accounting for 19 (95%) agreed with the statement that principals' leadership style influence on students' discipline. while only 1 teacher equivalent to 5% felt otherwise. The same was echoed by Mbogori (2012) who found out that principals' leadership style has a considerable influence on students' discipline in schools although other factors may come into play to impact on discipline hence negative school climate. The finding is in agreement with the conceptual framework which states that poor leadership style is likely to lead to student unrest.

4.4.3 Leadership Style which Positively Associates with Students' Discipline

Teachers were asked to indicate the type of leadership style that is positively associated with students' discipline. The results are presented in Figure 4.18.

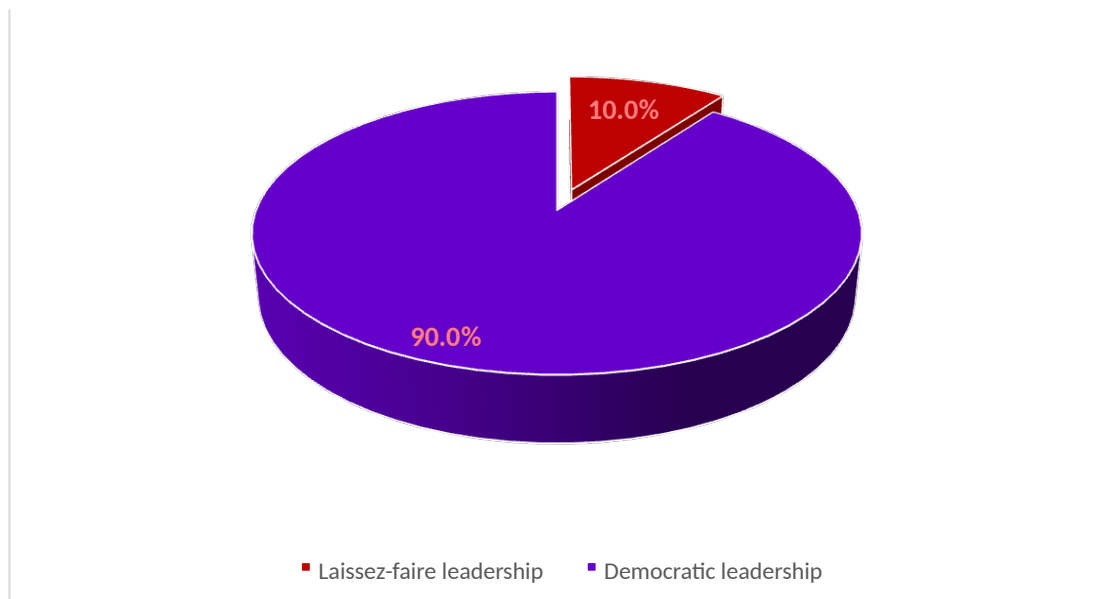


Figure 4.18: Association between leadership style and positivity

Source: field study 2022

Data in Figure 4.18 show that most of the respondents accounting for 90% agreed that democratic leadership style was positively associated with students' discipline while a paltry 10% cited laissez-faire leadership style. Results from the open-ended question showed that nearly all participants interviewed agreed that, democratic leadership is the best as it allows students to express themselves and their views freely without fear of victimization. That it also enhances inclusivity which make students to have positive attitude towards the school; and that, students are freely allowed to choose their subjects combinations when they are required to do so.

To affirm if indeed principals' leadership style has the potential to influence students' unrest in schools, inferential statistical tests were run through Chi-square test and

spearman correlation statistics. This was meant to confirm if there was a significant relationship between principals' leadership styles and students' unrest. The tests were run using principals' leadership style factor variable and a sum of factors which could lead to students' unrests, namely: burning of dormitories, fighting amongst students, theft of school properties, refusing punishment from teachers, striking against school administration, bullying of fellow students and drug taking in schools.

4.4.4 Chi-Square Tests

Inferential statistics were run to affirm indeed principal leadership style has the potential to influence students' unrest in school.

The chi-square test for independence, commonly known as the chi-square test of association, was conducted to see whether a statistically significant relationship existed between two categorical variables: the leadership styles of principals and incidents of student discontent. The chi-square test was employed to examine the null hypothesis, H_0 , which posits that there is no statistically significant association between the leadership styles of principals and instances of student unrest. The findings are displayed in Table 4.22.

Table 4.22: Chi-Square test (head teachers leadership style ~ students' unrests)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2sided)
Pearson Chi-Square	230.991 ^a	145	.000
Likelihood Ratio	180.912	145	.023
Linear-by-Linear Association	4.036	1	.045
N of Valid Cases	300 ^a		

The findings presented in Table 4.22 indicate that the Pearson chi-square statistic is 230.991, with a corresponding p-value of 0.000. The chi-square statistic for the likelihood is calculated to be 180.912, with a corresponding p-value of 0.019. Hence, based on a significance level of 0.05, there is clear evidence to support the notion that there exists a statistically significant relationship between the leadership style of principals and instances of student unrest in educational institutions. The null hypothesis, which posited that there is no statistically significant correlation between the leadership styles of principals and student unrest, was consequently rejected at a significance level of 0.05. This finding aligns with the research conducted by Muriungi (2012), which revealed that the leadership styles of head teachers significantly impacted student discipline inside educational institutions. The findings of the study indicate that authoritative leadership exhibited the most significant impact on students' discipline within the school setting, followed by transformational leadership and democratic leadership. Conversely, situational leadership demonstrated the least influence on students' disciplinary outcomes. According to Masood et al. (2021), their research findings suggest that the autocratic and democratic leadership styles adopted by head teachers have an impact on both intrinsic and extrinsic discipline inside schools. However, they found no significant relationship between the laissez-faire leadership strategy and extrinsic discipline. The study determined that the leadership styles employed by head teachers at the secondary school level exert a noteworthy impact on school discipline. The coefficient value of $\beta = 0.45$ suggests that a one-unit increase in the independent variable (leadership strategy) is associated with a 45 percent increase in the dependent variable (school discipline). It has been proposed that the leadership styles of head teachers exert a substantial influence on school discipline within the secondary education context.

4.4.5 Spearman Rank Correlation

The Spearman Rank Correlation was also run to establish the relationship between principal's leadership styles and students' unrest. The test was used to test the null hypothesis; HO1: There is no statistically significant relationship between principal's leadership styles and students' unrest. The results are presented in Table 4.23.

Table 4.23: Correlation (head teachers leadership style ~causes of students' unrests)

		Causes of students' unrests	head teacher leadership/management style influences students to misbehave the most
Spearman's rho	Causes of students' unrests	1.000	.297**
	Correlation Coefficient		
	Sig. (2tailed)	.	.000
	N	300	300
	head teacher leadership/management style influences students to misbehave the most	.297**	1.000
	Correlation Coefficient		
	Sig. (2tailed)	.000	.
	N	300	300

**. Correlation is significant at the 0.01 level (2-tailed).

The data presented in Table 4.23 indicates that the Pearson chi-square statistic is 230.991, with a corresponding p-value of 0.000. The chi-square statistic for the likelihood is calculated to be 180.912, with a corresponding p-value of 0.019. Hence, based on a significance level of 0.05, it may be concluded that there is a statistically significant relationship between the leadership style of the principal and instances of unrest among students in schools.

Based on the findings shown in the aforementioned table, there exists a statistically significant weak positive correlation ($r_s = .297$, $p = .000$) between the leadership style

of principals and the causes of student dissatisfaction. Thus, the null hypothesis, which posited that there is no statistically significant correlation between the leadership styles of principals and instances of student discontent, was rejected at a significance level of 0.05.

This observation aligns with the research conducted by Masood et al. (2021), which demonstrated that the autocratic and democratic leadership styles exhibited by head teachers have an impact on both intrinsic and extrinsic disciplinary measures within schools. However, it is worth noting that the laissez-faire approach does not appear to have a significant influence on extrinsic discipline. The study determined that the leadership styles employed by head teachers at the secondary school level exert a substantial impact on school discipline. The results of the study examining the impact of head teachers' leadership techniques on school discipline at the secondary school level revealed that the model fit is statistically significant. The coefficient value of $\beta = 0.45$ signifies that a one-unit increment in the independent variable (leadership strategy) corresponds to a 45 percent increase in the dependent variable (school discipline). It has been proposed that the leadership styles of head teachers exert a substantial influence on school discipline within the secondary education context. This finding implies that administrators should employ diverse management methods in overseeing schools, while also emphasizing the importance of school administrations improving communication among different stakeholders through conversation.

4.5. Correlation between perceived School Unrest and Academic Performance

The third objective which is determining the extent to which perceived school unrest interferes with academic performance in secondary schools in Bondo Sub County.

Respondents were asked whether unrest in schools interfere with academic performance. The results are presented in Figure 4.19.

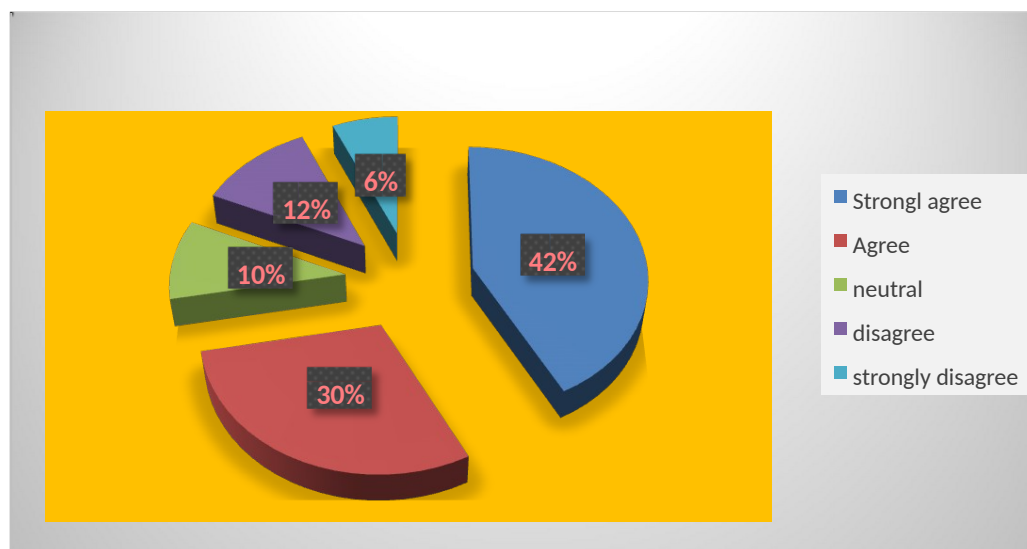


Figure 4.19: Responses on the potential of unrests to affect students overall academic performance

Source: Field Study 2022

The data presented in Figure 4.19 indicates that a majority of the students, comprising 72% of the sample (42.3% strongly agree and 29.7% agree), expressed agreement with the assertion that disruptions inside educational institutions have a negative impact on academic achievement. A mere 18% of the participants expressed disagreement with the remark, with 6% strongly disagreeing and 12% disagreeing. Additionally, 10% of the respondents maintained a neutral stance. Based on the findings, it can be inferred that instances of disturbance within schools have a detrimental effect on the academic achievement of pupils in Bondo Sub County. The present finding aligns with Reynolds' (2017) research, which demonstrated that students' academic performance can be influenced by their identification with the school, particularly when the school climate is characterized by positivity and support. In such an environment, students are more likely to develop a strong sense of belonging to the school as a significant social group, which subsequently enhances their adoption and internalization of the school's values.

According to the findings of Ofori's (2018) study, the consequences of indiscipline on academic performance encompassed difficulties in maintaining focus during classroom instruction, missed opportunities to acquire knowledge owing to frequent absences, and an elevated likelihood of discontinuing one's education.

The above sentiment was echoed by SQASO when he said:

“At times serious cases of indiscipline lead to student protests and from which students take law into their hands and end up destroying school infrastructure. When the unrest escalates principals have no option but to close down the schools. When this happens, a lot of time for curriculum implementation is wasted hence poor academic performance”.

According to Lussier & FitzPatrick (2016), increasing students feeling of safety at school for example, reducing victimization, improving the overall school and neighborhood safety climate is likely to promote classroom engagement and high school completion and decrease mental problem of the youth.

4.5.1 Chi-Square Test.

Chi-square test was run to test if teachers work hard in school to get students to perform well in school in tests. The results are presented in Table 4.23.

Table 4.24: Chi-Square test (students' unrests ~ teachers work in schools)

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.553 ^a	16	.001
Likelihood Ratio	40.527	16	.001
Linear-by-Linear Association	1.033	1	.309
N of Valid Cases	300		

Based on the chi-square test outcomes presented in Table 4.24, the Pearson chi-square statistic is determined to be 39.553, with a corresponding p-value of 0.00. The chisquare statistic for the likelihood is 40.527, and the p-value is calculated to be 0.001. Hence, based on a significance level of 0.05, there is clear evidence to support the statistical significance of the relationship between school unrest and students' overall academic success, which may be attributed to the diligent efforts of instructors in schools to enhance students' test performance. This implies that instances of unrest within educational institutions are a direct result of a poor environment, hence leading to pupils engaging in undisciplined behavior. Hence, this phenomenon possesses the capacity to impact the total academic performance of students, with a specific emphasis on its influence on the job of educators.

The findings of this study align with those of Nicholas (2016), who discovered that schools where teachers consistently and regularly offer positive reinforcement to all students, particularly those with persistent behavioral issues, are more likely to observe a decrease in Office Discipline Referrals and an improvement in overall school climate. The findings of this study provide more support for the efficacy of utilizing positive reinforcement as a means of encouraging good conduct among students (Horner et al., 2010). The educational institution should additionally endeavor to enhance its

engagement with parents, particularly in the case of pupils exhibiting recurrent behavioral issues.

4.5.2 Chi-Square Test

The Pearson chi-square test was run to establish the association between unrests in schools and students overall academic performance (teachers at my school help us students with our problem). The results are presented in Table 4.23.

Table 4.25: Chi-Square test (students' unrest ~ teachers helping students)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.218 ^a	1	.000
	6		
Likelihood Ratio	53.556	1	.000
	6		
Linear-by-Linear Association	4.395	1	.036
N of Valid Cases	300		

Source: field study 2022

The findings presented in Table 4.25 indicate that the Pearson chi-square statistic is 56.218, with a corresponding p-value of 0.000. The chi-square statistic for the likelihood is 53.556, and the corresponding p-value is 0.000. Hence, based on a significance level of 0.05, there is clear evidence to support the statistical significance of the relationship between school unrest and students' academic achievement, taking into account the influential component of teacher support at my school. This implies that instances of unrest within educational institutions can be attributed to an unfavorable environment, which in turn leads to students exhibiting disciplinary issues. Hence, this phenomenon possesses the capacity to impact the comprehensive academic performance of students, namely by diminishing the extent to which teachers engage in assisting students in resolving their academic challenges. However, this finding is

consistent with the theoretical framework that suggests a negative impact on academic performance when there is school discontent.

4.5.3 Spearman Correlation Test

A Spearman correlation was run to assess the relationship between unrests in schools and (teachers at my school help us students with our problem) factor. The result are presented in Table 4.26.

Table 4.26: Correlation (unrests ~ teachers helping students in schools)

		Unrests in schools are a consequence of negative climate, necessitating students' indiscipline. It has the potential to affect students overall academic performance.	teachers at my school help us students with our problem
Spearman's rho	Unrests in schools are a consequence of negative	Correlation Coefficient	1.000
			-.114*
	climate, necessitating students' indiscipline. It has the potential to affect students overall academic performance.	Sig. (2tailed)	.049
		N	300
	teachers at my school help us students with our problem	Correlation Coefficient	-.114*
		Sig. (2tailed)	.049
		N	300

*. Correlation is significant at the 0.05 level (2-tailed).

Source: field study 2022

A Spearman correlation analysis was conducted to examine the association between incidents of unrest in schools and the factor of teacher assistance provided to students in addressing their problems. Based on the findings presented in the table below, it can be observed that there exists a weak negative correlation between the extent to which teachers assist students in resolving their problems inside schools and the occurrence of

unrests in certain schools. This association may be attributed to the presence of a negative atmosphere within the school environment, which in turn leads to indiscipline among the students. It is evident that a negative link exists, indicating that an increase in school discontent is associated with a decline in instructors' involvement in assisting students in resolving their issues within the educational setting. The identified association possesses the capacity to influence the overall academic performance of pupils, since it was determined to be statistically significant, $r_s = -.114$, $p = .049$

4.5.4 Pearson Chi-square Statistic

Pearson Chi-square Statistic was run to establish the attribution between unrests in schools and students overall academic performance (I feel that I can do well in my school) factor. The results are presented in Table 4.27.

Table 4.27: Chi-s (Students unrest- students feeling they can do well)

Chi-Square Tests		
	Value	df
Pearson Chi-Square	39.930 ^a	16
Likelihood Ratio	37.620	16
Linear-by-Linear Association	5.029	1
N of Valid Cases	300	

The data shown in Table 4.27 indicate that the Pearson chi-square statistic is 39.930, with a corresponding p-value of 0.001. The chi-square statistic for the likelihood is 37.620, with a corresponding p-value of 0.002. Hence, based on a significance threshold of 0.05, it is justifiable to assert that there exists a statistically significant association between school unrest and the factor of students' overall academic success (self-perceived competence in school). This implies that instances of unrest within educational institutions can be attributed to an unfavorable environment, which in turn leads to student misconduct. Therefore, this phenomenon possesses the capacity to

impact the overall academic performance of students, namely by diminishing their self-assurance and perceived readiness for following assessments.

The present findings align with the research conducted by Kangangi (2017), which demonstrated that peer pressure has a significant impact on students' academic performance. Specifically, 67.6% of the participants in Kangangi's study reported that a considerable number of students lack interest in achieving academic excellence and tend to hinder the progress of their peers. Additionally, 73% of the respondents acknowledged that the motivation and discipline of students exert some degree of influence on academic performance. This finding demonstrates that the presence of disturbance within educational institutions has a detrimental impact on the academic performance of pupils.

4.5.5 Spearman Correlation Statistic for Students Unrest (Students Feeling they can do well).

A Spearman correlation was run to assess the relationship between unrests in schools and (I feel that I can do well in my school) factor. The results are presented in the Table.4.28.

Table 4.28: Correlation (unrests ~ students feeling they can do well

		-Unrests in schools are a consequence of negative climate, necessitating students' indiscipline. It has the potential to affect students overall academic performance.		I feel that I can do well in my school
Spearman's rho	Unrests in schools are a consequence of negative climate,	Correlation Coefficient	1.000	-.155**
	necessitating students' indiscipline. It has the potential to affect students overall academic performance.	Sig. (2tailed)	.	.007
		N	300	300
	I feel that I can do well in my school	Correlation Coefficient	-.155**	1.000
		Sig. (2tailed)	.007	.
		N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).-

Source: field study 2022

The findings presented in Table 4.28 indicate a tenuous negative correlation between students' self-efficacy and exam preparedness and school unrest stemming from a negative climate that encourages students to engage in indiscipline. This correlation suggests that as school unrest escalates, students' confidence in their own abilities and level of exam readiness diminish, and this correlation may potentially impact students' academic performance, $r_s = -.155$, $p = .007$.

This opinion is consistent with the findings of Ekwere's (2015) study, which suggests that rule and regulation violations, inadequate social amenities, and student participation in cults are significant determinants of student disturbance in institutions of higher education. Brain outflow syndrome, program disruptions, school closures,

and instructors' inability to cover the curriculum were also identified as consequences of student unrest. It was determined that these variables could potentially influence the overall academic performance of students. In conclusion, it is imperative that school administrations do more to assist students in fostering a positive school climate on and off campus.

4.6 School Intervention Strategies used by schools to mitigate perceived student Unrest in Bondo Sub- County.

The fourth objective of the study was to establish the school intervention strategies used by schools to mitigate perceived student unrests in Bondo Sub-County.

Five areas were given as options, which in the respondents' opinions, the schools administrations need to improve on. These included; equal treatment of students by administration, improving security and safety at school, improving academic progress, improving school meals and improving communication. In their responses, the students were of the opinion that all the statements are key areas the school administration should address in order to curb unrest in schools.

4.6.1 Equal Treatment of Students by School Administration

Respondents were asked if equal treatment by the school administration would help reduce student unrest. Results are presented in Figure 4.20

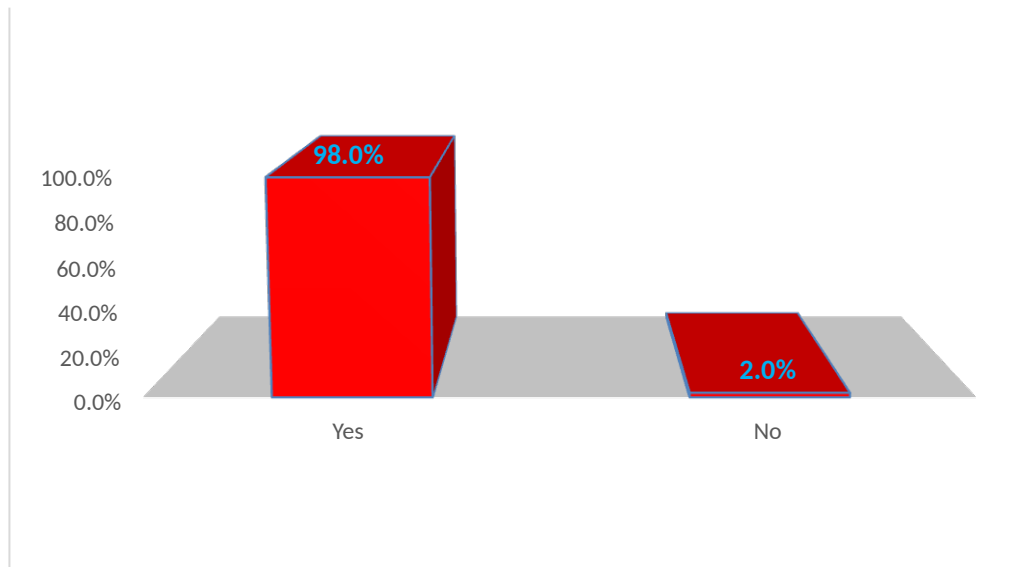


Figure 4.20: Response on equal treatment for all students

Source: field study 2022

Data I Figure 4.20 shows that most of the students accounting for 98% agreed that equal treatment of students by the school administration was necessary so as to mitigate against students' unrest in school. Only 2% of the respondents disagreed with the statement. Majority of students felt that in most schools, administrators are harsh and punitive. When probed further, some of them felt that:

“School administrators and support staff favor some students more than the others”.

This leaves some of them feeling unwanted in their schools. Students with such attitudes are left with no option to vent their anger but to defy the school administration.

The findings presented in this study are consistent with the research conducted by Chewen et al. (2018). Chewen et al. (2018) found that teacher-student relationships ($F(47,273)=1.925, p=.001$) significantly influenced the occurrence of disciplinary issues among secondary school students. They suggested that schools should prioritize

the cultivation of positive teacher-student relationships and the reduction of academic stress as strategies to mitigate disciplinary problems.

4.6.2 Improving Academic Progress of Students by the School Administration

Respondents were asked if improved academic progress by the school administration would help reduce student unrest. Results are presented in Figure 4.21.

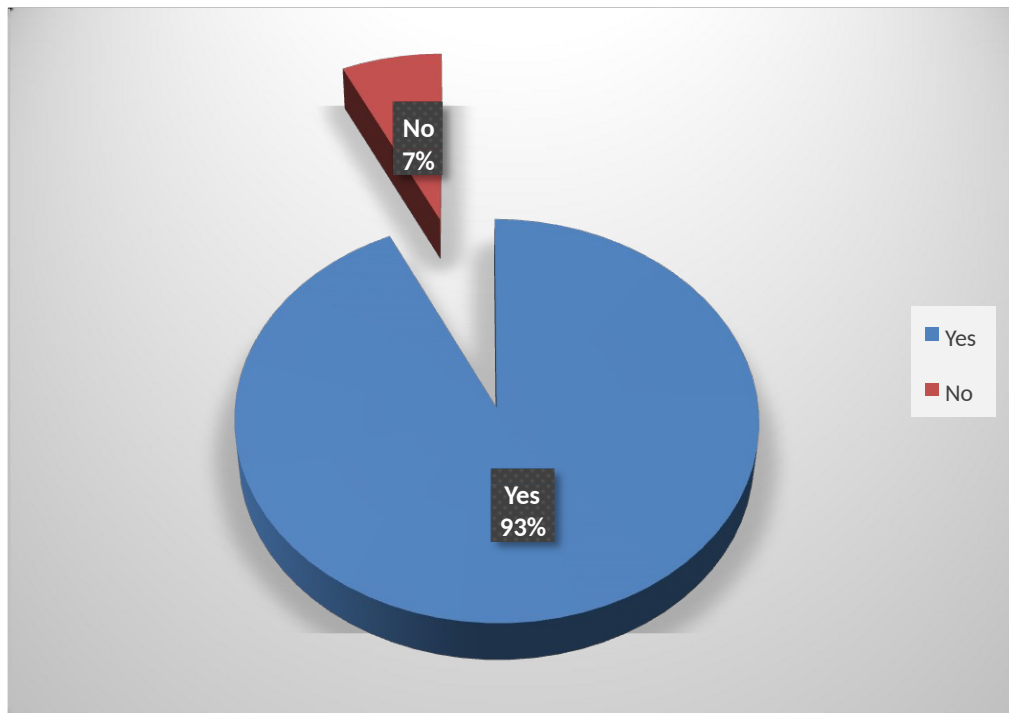


Figure 4.21: Response on school administration to improve on academic performance

Source: Field study 2022

Data in Figure 4.21 show that most of the respondents accounting for 93% felt that in order to reduce student unrest, school administrators should improve on their academic progress. Only 7% of them did not agree with the statement. Academic excellence is the core business in all schools. When students feel and develop the perception that the school administration does not give priority to their academic pursuit, they are likely to be frustrated hence may develop a negative attitude towards their teachers and the school administrator. This finding is supported by the findings of Ojwang (2012) which attributed the effects of student unrest to teaching staff demonstration, exorbitant school

levies, under enrollment, falling academic standards, poor performance in examinations, school dropouts through jail, expulsion and punishment. Also, students' unrests have been common especially when their schools perform poorly in internal and external examinations. In some cases, it has led to students demanding for the transfer of some teachers and principals from their schools.

4.6.3 Security and Safety in School

Respondents were asked if improved security and safety by the school administration would help reduce student unrest. Results are presented in Figure 4.22

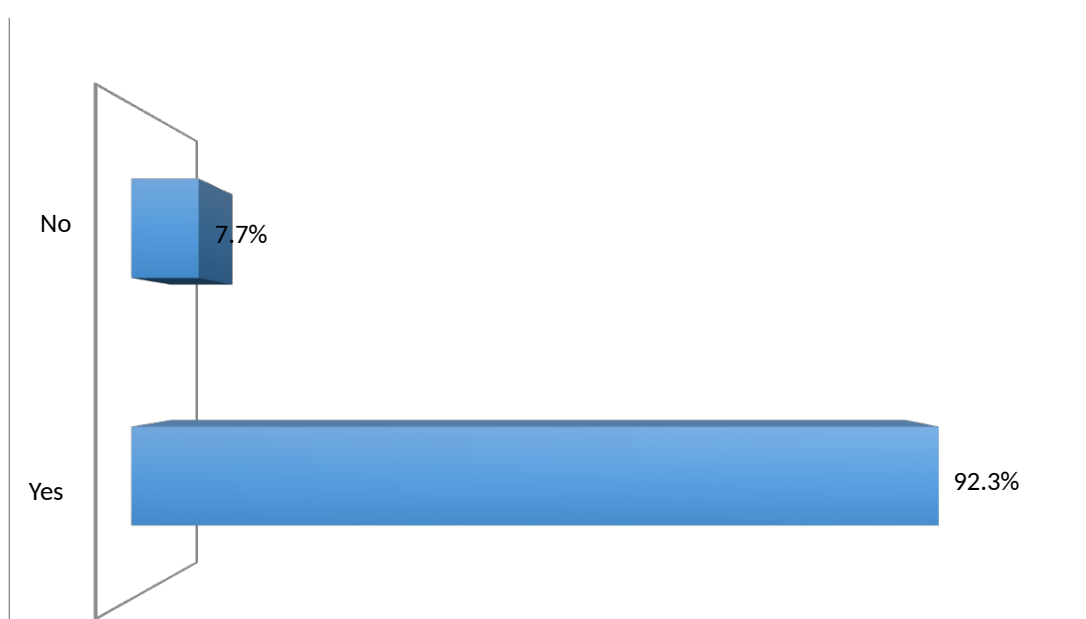


Figure 4.22: Response on administrations improving security and safety

Source: field study 2022

Data in Figure 4.22 show that most of the respondents accounting for 92.3% felt that improving the security and safety of students is important to curb students' unrests. But 7.7% of them did not agree with the statement. The security and safety of students and other stakeholders is paramount in school. Without security and safety students will likely receive unwanted visitors, some of whom may compromise the general discipline of the students in schools. As was evident when many students suggested that schools should fence their compounds to prevent unwanted visitors from accessing the schools,

it is paramount that school administrators must put in place proper security structures which ensure that all students are well protected from all kinds of influences which may arise due to lack of proper security mechanisms in schools.

On the other hand, teachers, principals and the Sub County Quality Assurance and Standards Officer felt that:

“Lapses in security and safety can contribute to students’ unrest, more so when students sneak out of school to go out and consume alcohol or take drugs, or even bring with them illicit alcoholic drinks to fellow students in school. Security lapses may also create room for strangers to collude with bad students to cause problems in school. In addition, lack of proper fencing around the school may be a big contributor of unrest because students might not be feeling safe more so at night”.

4.6.4 Communication Channels

Respondents were asked to indicate whether school administration had a clear communication policy. The results are presented in Figure 4.23.

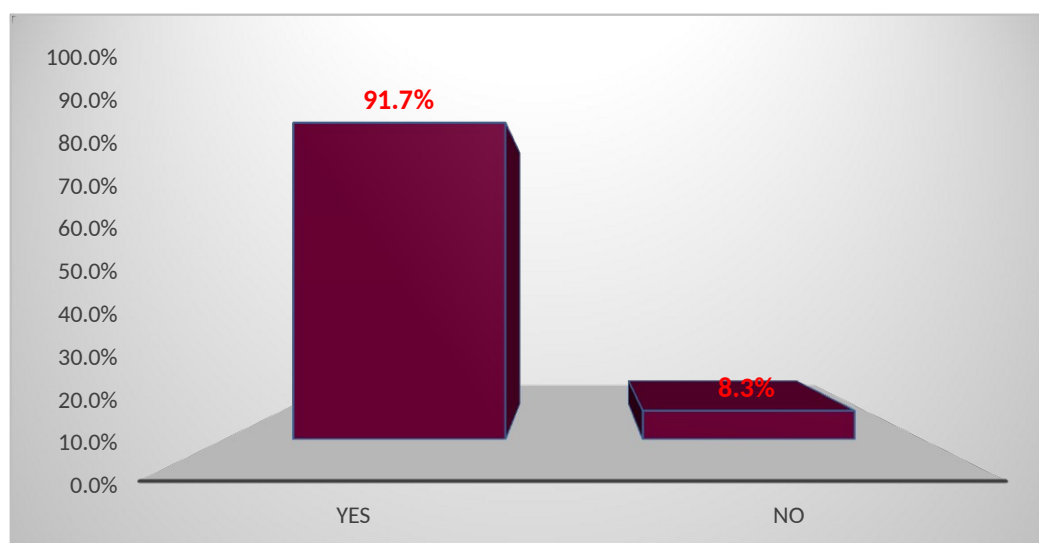


Figure 4.23: Response on administration improving communication with students

Source: Field study 2022

Data in Figure 4.23 show that most of the respondents accounting for 91.7% felt that school administrators, should try to improve on how they package and pass key decisions made to the students to eliminate misunderstandings which may give room

for unrest. However, 8.3% of them did not perceive communication as an area in which schools and their administrators need to improve on. Poor communication may lead to students failing to understand the meaning and importance of some decisions made by Principals and teachers. When they fail to understand some decisions being implemented in schools, the students may resort to resisting them by trying to organize strikes and other forms of misbehaviors which may end up causing unrests in schools.

This discrepancy in the findings may be attributed to that of SQASO when he said;

“Poor channel of communication is the main reason why students engage themselves in indiscipline cases while at school. The school administration should initiate dialogue when dealing with students to discuss discipline matters, rules and regulations and academic progress. Schools should try and avoid ineffective channels of communication which results in arise of indiscipline among students’ leading to chaos, conflict and misunderstanding leading to lack of confidence in school administration”.

“Secondly, school administration should encourage open door policy that allow students to communicate at any given time to discuss issues, ask questions, get or give feedback, report problems, or share ideas tend to increase collaboration between school management and students, and also it improves relationship in the school environment thus increasing

productivity and performance because problems are discussed and solved very quickly”.

This discovery aligns with the findings of Katolo et al. (2016), who demonstrated the importance of Principals promoting an open-door policy for students to address their concerns. Additionally, the study emphasized the significance of Principals seeking input from students prior to implementing any modifications to the school's dietary offerings, as well as involving students in the decision-making process regarding the establishment of the school's dress code. Additionally, it is recommended that the school principals allocate designated day(s) on a weekly basis to engage in meetings with students, focusing on subjects related to the administration and management of the school. These factors all contribute to the establishment of a favorable school climate among the student body within the educational institution.

On the contrary, most teachers accounting for 75% (45% strongly agree, 30% agree) felt that their schools have a clear communication policy as is shown in Table 4.29. Whereas 15% 10% strongly disagree, 5% disagree). Only 10% remained neutral.

Table 4.30: Response on communication policy in schools

Response	Frequency	Percentage
Strongly agree	9	45.0
Agree	6	30.0
Neutral	2	10.0
Disagree	1	5.0
Strongly disagree	2	10.0
Total	20	100

Source: field study 2022

4.6.5 Good school meals

Respondents were asked if the quality of school meals was one of the areas to be improved on to ward off unrest. The results are presented in Figure 4.24.

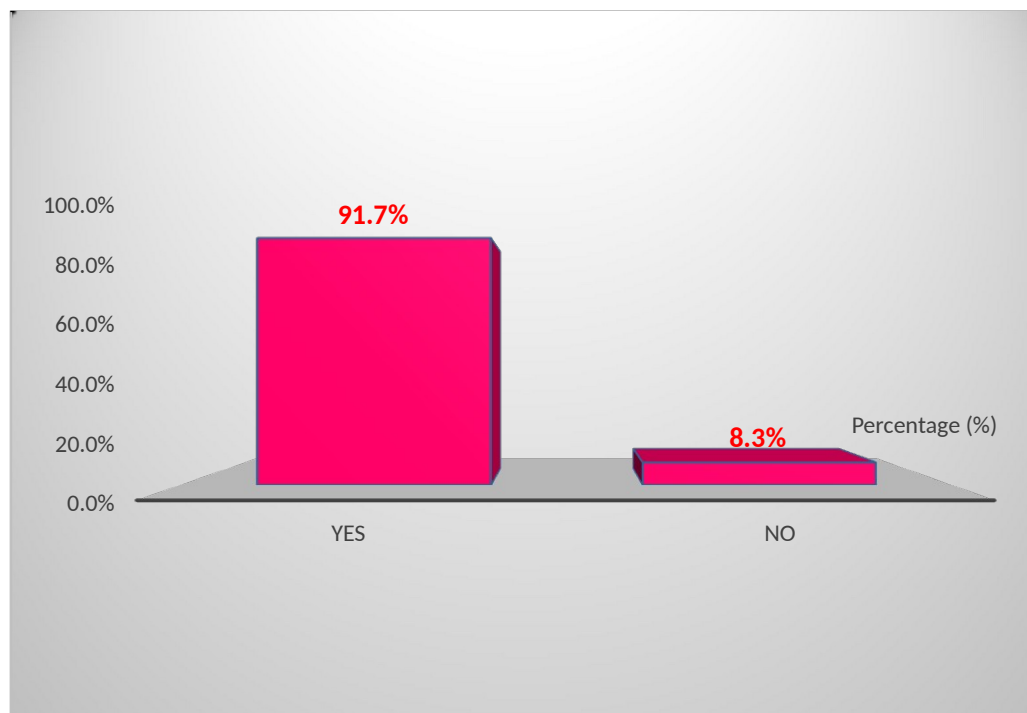


Figure 4.24: Students response about school administration improving on meals

Source: field study 2022

Results depicted in Figure 4.24 reveals that most of the students accounting for 91.7% felt that the school administrators should improve on school meals to the standard and quality palatable to majority of the students, so as to avoid protests over the same. On the contrary 8.3% of them disagreed with the statement. Poor meals may lead to students failing to understand or question what happens to a lot of fees they pay to schools. Some may decide to boycott eating or even strike against administrators, more

so the principal, some students may even decide to beat school cooks, thinking they are the problem.

This finding is also supported by one of the respondents who said:

“Students’ behavior changes for the better if they enjoy school meals. Students who eat meals that meet their nutritional needs tend to get along better with others at school and cause fewer class disruptions when they have been eating properly.

Hungry students tend to be angrier and more irritable”.

Another respondent added that:

“The behavioral, emotional, mental health and academic problems are more prevalent among children and adolescents struggling with empty stomach. Those that do not eat due to poorly cooked food or insufficient food. Adolescent experiencing hunger, have lower score in examinations”.

And SQASO added by saying:

“Eating lunch raises blood sugar level in the middle of the day, which gives one energy to focus and concentrate on the rest of the afternoon. Eating lunch makes one feel refreshed and ready to take on the next several hours. A good meal is vital for physical and mental development of an individual. Students at school that contract with a healthy school lunch perform higher in achievement tests”.

4.6.6: Proper ways of managing students’ indiscipline in schools

Respondents were asked on how the school administration can help curb indiscipline.

They suggested various ways that would help curb students’ indiscipline at schools.

The results are presented in Table 4.31

School Administration Ways of Curbing Indiscipline

	frequency	Percentage (%)
Involving all stake holders	19	90%
Not involving all the stake holders	2	10%

Source field study 2022

Result depicted for table 4.31 shows that most respondents accounting to 90% felt that school administration must involve all stake holders in school management to help curb indiscipline in schools so that no blame game should be directed to any member of the school community. Only 10% of the respondent felt that not all stakeholders should be involved in school management. However, in response to the same a respondent said:

“School should engage students in making choices that affects the running of the school and hence the day-to-day activity of the students. This creates additional opportunities for students’ voice within the learning environment and it benefits everyone in the school. Students feel heard and get more engaged in their learning, and their teachers demonstrate willingness to listen to them”.

“Parents are supposed to give direction, impose rules, use discipline, set limits, establish and follow through with consequences, hold their children accountable for their behaviors.”

Another respondent added that:

“School board of management should become more active in the affairs of the school regarding communication between the students and the school administration. The school board should be more proactive to represent the interest of all stakeholders in the school ecosystem”.

Another respondent felt that,

“Enhancing guiding and counseling activities is a sure way of correcting indiscipline cases amongst students in schools. Secondly, students are supposed to be constantly engaged on other activities to avoid them being idle, because idleness creates room for indiscipline practices. In addition, some parents gave too much upkeep money to their children for one to hide the identity which led many students to drugs and substance abuse. Others are poor role models to their children; they abuse alcohol in the presence of their children and fight too. Due to broken homes and lack proper parenting the students behave in the same way or they may be stressed by their parents’ behavior which can manifest itself in form of indiscipline”. Parents should learn to be role model to their children fast”.

Some other teachers felt that, all schools’ administrators should constantly involve parents for discussions on how to help their children change and be better students in schools. This involvement should include parents being persuaded to allow head teachers and teacher to apply disciplinary measures strictly without favor and being biased on all students. This statement was supported by the SQASO when he said; *“Schools should put in place policies requiring conducting parents from time to time throughout the year. Half term or ends of term report are often not enough for the parents. Parents can often provide solution to difficult classroom problems. Although*

not all parental involvement can be positive or have a measurable effect on students' behavior, many successful schools use this kind of approach. Secondly schools must involve all stakeholders and let each and every one of them play their roles; eradicate all sources of drugs and alcoholic drinks which find their way into schools; intensify guiding and counseling as a way of correcting indiscipline students and helping them discover themselves and their strengths; improve on the communication aspect so that misunderstandings amongst students on some school decisions are reduced or eliminated completely; and parents must ensure they up-bring their children well”.

“Parents are supposed to provide guidance that will help their children to change, grow and mature. Responsible behaviors in line with the children's levels are taught and expected. It is mixtures of parents and children's involvement and control that will help the children acquire the internal resource they need to succeed in life”.

This finding is further corroborated by Justina (2021), who observed that educational institutions have the potential to cultivate a culture of discipline among students through various means. These include providing guidance and counseling services, actively involving parents in addressing student behavioral issues, closely monitoring assignments and assisting students in completing challenging tasks, enhancing peer counseling initiatives, and implementing disciplinary measures for unruly students. The study suggests the importance of utilizing existing communication methods inside educational institutions and promoting the use of appropriate channels for self-expression, rather than engaging in disciplinary issues.

4.6.7 Strategies in which discipline can be enforced in schools

In response to an item which was asked to educationists to bring out ways in which discipline can be enforced by: Principal, teachers, students and parents.

One of the respondents was for the opinion that;

“School administration should create a plan for teachers to follow throughout the school sessions. All teachers should know about the expectation regarding student discipline and classroom management. Principals should also let their teachers know about which situations to handle in class and which one to handle in the office. Teachers should be fair, positive and consistent. Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage disruptive behavior. Students must be made aware of consequences arising from every action they get involved in. Parents must take active role of monitoring their children through teaching them good morals and take charge of their good up-bringing”.

Another one reported that,

“The school principal should ensure that the school has a definite plan to handle a major discipline issue for it to run smoothly and efficiently and student to remain disciplined. Teachers should always be firm, fair, friendly, courteous, enthusiastic and confident to students. And also keep their sense of humor. Provide a list of standards and consequences to parents and students throughout the term. Students must be encouraged to report misbehaviors and indiscipline cases amongst their fellow students which may cause unrest, to the school authorities. Also, of importance is that, school administrations should capacity build student counsels to improve on their competence in handling students matters well, fairly, efficiently and in a justified way. The councils should be encouraged to be peer counselors for their fellow students, to change away from their misbehaviors”.

The third respondent added by saying;

“Principal should establish trust with the teachers and make them feel that they have your back as it will enable better communication among them. Principals should always be consistent and fair in discipline decisions. Similar punishments to students should be given for similar offences. To promote discipline at school, teachers should get to know school guidelines for discipline. Teachers should get to know students by name, use them in and out of classroom so that students may know that they care. Teachers need to determine jointly with the class what is acceptable in terms of behavior and achievement and what is not. In addition, they should show interest in what students say whether or not it pertains directly to the lesson. This will help them to know hidden plans for the students early enough”.

On the parents’ responsibilities, he added by saying,

“They must be honest about their children and be able to report their bad behaviors to teachers without being protective of them.”

Another respondent reported that,

“On this item and part of the interview, participants observed that, principals should work closely with teachers and all stakeholders on all policies being implemented by the school administration, school rules and regulations. Besides, they need to delegate duties to teachers more, and support teachers with the right tools, materials and the right environment to work efficiently. They must institute measures which enhances security and safety of students and all who reside in their schools. Lastly, that they should improve on school infrastructure and learning environment to enhance school climate”.

Another respondent added that,

“Teachers should work closely with school prefects to execute daily routine activities, monitor students’ activities which could be outside school rules and regulations. They must be good role models to the students and act as their parents at all times while they are in schools. Parents should strive at all times to provide their children with basically what they require while in schools, so they don’t try to acquire them by stealing other students’ things or properties.”

Consequently, a participant felt that,

“Teachers should actively and constantly through guiding and counseling committees, guide and help out the students who are falling astray.”

Most of these responses may be attributed to that of SQASO when he said; *“Principals must involve parents in decision making on all programs, activities and well-being of the students in school. Proper communication from administrators through teachers to parents and students will enable both parties develop mutual understanding many issues which have potential of affecting or changing student’s behaviors negatively”.*

Moreover,

“Teachers’ are supposed to begin their classes on time and in a professional manner, make learning fun and interesting and relevant to the students’ lives. Poor planning and a full curriculum can provoke disruptions thus such should be avoided. Teachers should have discussions about class work with students and avoid arguing with them for but arguments can become emotional encounters. Teacher should give reasonable assignments and should not use schoolwork as punishment. Give clear directions.

Grade assignments and return them as soon as possible. Keep rules simple, establish as few classroom rules as possible and keep them simple”.

The results of this study align with the findings of Wang (2010), which indicated that students' favorable view of the school atmosphere, namely positive interactions between teachers and students, were associated with a reduction in the frequency of reported problem behaviors.

This aligns with the findings of Greenway (2017), who emphasized the importance of teachers collaborating with parents to enhance the school climate. Greenway further suggested that efforts should be made to raise parental awareness and accessibility to information regarding their roles in supporting the school climate.

The issue of parental influence in addressing indiscipline was seen, wherein certain parents provide excessive financial resources to their children, thereby enabling them to conceal their sources of income. Consequently, this practice has resulted in a significant number of students misappropriating these funds, engaging in substance abuse such as drug and alcohol consumption. Some individuals serve as negative examples for their children, engaging in alcohol misuse and engaging in physical altercations in the presence of their offspring. The behavior of pupils can be influenced by broken homes and inadequate parenting, leading to potential manifestations of indiscipline at school. Additionally, the stress caused by parental behavior might further contribute to these behavioral issues.

A respondent contributed by saying:

“Parents should practice good role model to their children and carry-on parental responsibilities such as teaching their children good behavior. Regular family meeting which involves parents and children should highly be recommended because they contribute to emotional support from parents helping children overcome their own feelings of inadequacy, anxiety or lack of confidence”.

The claim made is substantiated by the research conducted by Liu and Meyer (2005) and Adams, Lemaire, and Pray (2013), who argue that it is crucial for both parents and teachers to act as role models and impart discipline to pupils. By implementing this approach, individuals are able to administer appropriate disciplinary measures and effectively mitigate a wide range of societal behaviors that are deemed unacceptable. It is imperative for parents to assume responsibility and exert diligent effort in fulfilling the socio-economic and emotional requirements of their children. Teachers should also modify their approach to work, abstain from indolence, and be capable of providing guidance to students when necessary. NSCC (2007).

These findings are essentially consistent with those of Ofori (2018), who argued that the cultivation of discipline in society should commence within the household. The establishment of discipline necessitates a collaborative and interactive relationship between the family and the school. Additionally, implementing a formalized hearing procedure that allows students to share their perspectives and instituting an appeals process might enhance the perception of fairness among students and parents.

According to Justina's (2021) study, it was discovered that schools have the potential to cultivate a culture of discipline among students through various strategies. These

strategies include providing guidance and counseling services, actively involving parents in addressing student behavioral issues, ensuring close supervision of assignments by teachers and offering assistance to students in completing challenging tasks, promoting peer counseling, and implementing disciplinary measures for students who display disruptive behavior. It is indicated that there is a must to proficiently utilize the existing modes of communication inside educational institutions. It is imperative to foster an environment that promotes the constructive expression of students' thoughts and ideas through appropriate channels, rather than engaging in disruptive behavior.

4.6.8 Strategies of improving School Climate

Teachers, principals and SQASO were asked to suggest ways in which school administration can improve school climate. Results are presented in Figure 4.25

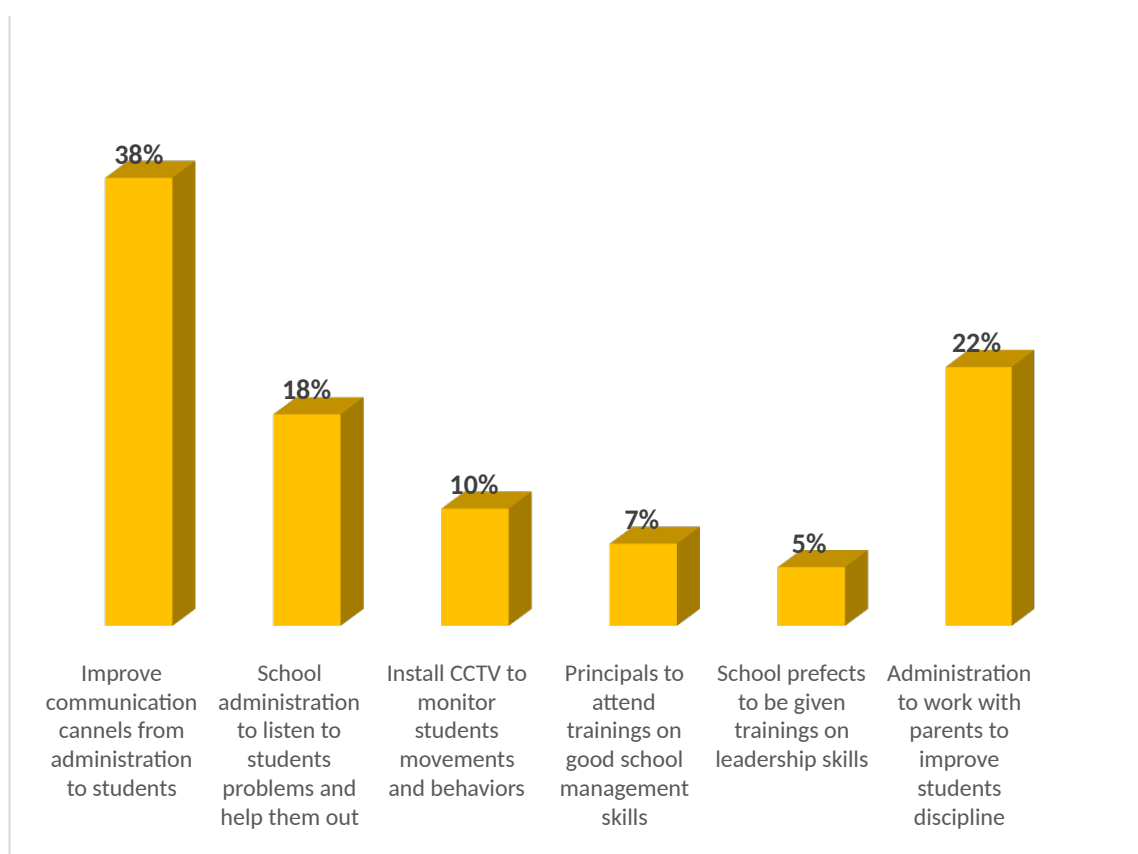


Figure 4.31: Responses on ways to improve climate

Source: field study 2022

In their opinion they felt that; firstly, school administrators should improve communication channels from administration to students, this was confirmed by 38% of the students; school administrators to work with parents to improve students' discipline was second way, which they felt can help improve school climate, it was supported by 22% of students; school administrators to listen to students' problem was cited as the third way of improving school climate by 18% of the students.

Schools to install CCTV cameras to monitor students' movements and behaviors at schools, was rated with 10% of students, and was the fourth way in which the students felt can help improve school climate. Then, school principals should attend training on good school management, so that they can enhance their managerial skills. This was confirmed or validated by 7% of the respondents. Finally, the last way they felt can help improve school climate was that; school prefects should be given trainings on leadership skills, to help them know how to handle different arising amongst fellow students. This was affirmed by 5% of student respondents.

In their opinions, most teachers interviewed were of the view that, administrators of schools must employ strict and well-defined school policy, norms, regulations and school traditions, which all students must adhere to and obey. One teacher felt; *“There was need for all teachers to induce good morals into students at all times when they are in various schools in which they are deployed, so that the students can learn and copy from them”*.

Another one said:

“Creating effective student’s council, with all the support from school management, was also a way in which school climate can be improved. Vibrant student’s council can offer peer guidance and be able to deal with some issues which are not weighty without input of school’s administration. Through students’ council, students’ barazas’ would be organized on weekly basis so as to deliberate on emerging issues in schools which could threaten students’ well-being and which could lead to possible unrests”.

School administration, according to one respondent reiterated:

“Must enhance guidance and counseling committees in schools to offer regular guidance and counseling to students, who in most cases become unruly due to bad peer influence”.

SQASO supported the view of other respondents and added that:

“Promoting extra curriculum activities, punishing indiscipline students, frequent training offered to student leaders to improve on their management strategies, improving on school infrastructure, provision of efficient and effective staff who improves students’ academic level, providing a safe learning environment, consultations with stakeholders, being open and transparently communicating with students and appreciating students when they do well academically and socially were ways of building a positive school climate”.

Rapti (2012) also emphasized the importance of cultivating a positive school climate, emphasizing the need to prioritize the establishment of strong and respectful relationships among the entire school community, including interactions between students and adults, as well as between adults and kids. Establishing a positive school

atmosphere entail incorporating the ideals of equity and inclusivity across all facets of the educational setting, with the aim of fostering the overall welfare and scholastic accomplishments of every student. It is not possible to provide a singular approach that can guarantee the formation and maintenance of a positive school climate. Achieving success necessitates a continuous and thorough endeavor that demands collaboration among all stakeholders that possess vested interests in the educational institution. The finding also supports the conceptual framework which indicates that home environment and family involvement among other factors contribute a lot in ensuring that there is a favorable climate for students at school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main study findings, conclusions, recommendations made from the findings and suggestions for further research

5.2.1 Summary of findings on students' perception on nature of school climate The first objective was to determine students' perception on the nature of school climate in secondary schools in Bondo Sub-County. The finding revealed that, poor handling of students is a factor contributing to negative school climate, and a potential reason to cause students unrest in schools.

5.2.2 Summary of findings on student perception of principals' leadership styles on unrest

The second objective was to examine the influence of students' perception of Principals' leadership style on unrest in secondary schools in Bondo Sub- County, Kenya.

HO₁ null hypothesis stated that there is no statistically significant relationship between perceptions of principal's leadership styles on students' unrest and therefore rejected at 0.05 level of significance.

5.2.3 Summary of findings on the extent to which perception of student unrest interfere with academic performance

The third objective was to describe the extent which perception of student unrest interfere with academic performance of students in secondary schools in Bondo Subcounty Kenya. It is evident that the association between unrest in schools and

students overall academic performance (teachers work hard in schools to get students to perform well on tests) factor was statistically significant. This means that unrests in schools are a consequence of negative school climate, necessitating students' indiscipline. **HO2** stated that the association between unrest in schools and students overall academic performance factor was statistically significant.

5.2.4 Summary of findings on intervention strategies used by schools to mitigate perceived students' unrest

The fourth objective was to investigate intervention strategies schools use to mitigate perceived students' unrest in secondary schools in Bondo Sub-County, Kenya. The results revealed that: there are five areas which the schools' administrations need to improve on. These areas include: equal or better treatment of students by administration, improving security and safety, improving academic progress, improving school meals and improving communication.

5.3 Conclusion of the Study

Conclusion is presented as per the objectives of the study.

5.3.1 Conclusion related to objective 1

The study revealed that students' felt administrators and support staff treated them unequally; strongly revealing the fact that, mistreatment of students is a factor contributing to negative school climate, and a potential reason to cause students unrest in schools within Bondo Sub- County, Kenya. It was suggested that all students should be treated equally at school; the school needs to improve on its communication between students, teachers, parents and the community around so as to create a positive school climate for their students. Either teacher should engage students more inside

and outside the classroom as a way of ensuring that they feel safe in school thus promoting a positive school climate.

5.3.2 Conclusion related to objective 2

The study revealed that, there is no statistically significant relationship between principal's leadership styles and students' unrest and **HO1** was therefore rejected at 0.05 level of significance. This suggested that principals should use various styles in managing schools as a way of creating a positive school climate for the students. Either, school administrations need to enhance communication among various stakeholders in the school through dialogue.

5.3.3 Conclusion related to objective 3

The study established that, unrest in school is a consequence of negative climate, necessitating students' indiscipline, and that it has the potential to affect students overall academic performance. **HO2** stated that the association between unrest in schools and students overall academic performance factor was statistically significant. The study suggested that, there is need of increasing students feeling of safety at school for example, reducing victimization, improving the overall school and neighborhood safety and promote classroom engagement.

5.3.4 Conclusion related to objective 4

The study concluded that: there are five areas which the schools' administration need to improve on. These areas include: equal or better treatment of students by administration, improving security and safety, improving academic progress, improving school meals and improving communication.

5.4 Recommendations of the Study

The following recommendations were made based on the findings and conclusions of the study.

- i. All students should be treated equally at school; the school needs to improve on its communication between students, teachers, parents and the community around so as to create a positive school climate for their students. Besides, teacher should engage students more inside and outside the classroom as a way of ensuring that they feel safe in school thus promoting a positive school climate.
- ii. Principals should check on their principals' style and improve on it. The school principals should employ more transformative leadership styles.
- iii. The school administration needs to increase students feeling of safety at school for example, by reducing victimization, improving the overall school and neighborhood safety and promoting classroom environment that is conducive which inevitably support improved academic performance.
- iv. The school administration should employ a variety of strategies to mitigate perceived student unrest. Some of these strategies include Maintaining positive teacher-student relationship to reduce academic stress; Putting in place proper security structures which ensure that all students are well protected from all kinds of influences; giving priority to students' academic pursuit, to prevent them from getting frustrated; Improving on school meals to the standard and quality palatable to majority of the students; Finally, the

school administration should endeavor to improve on how they package and pass key decisions made to the students. The decision-making process should be participatory so that there is ownership of the decisions.

5.5 Suggestions for further research

- i. There is need to carry out study on how schools should promote positive school climate in secondary schools in other sub counties.
- ii. There is need to carry out in-depth studies on other principals' leadership styles which were beyond the scope of this study and how they relate to students' unrest.
- iii. Other studies should be carried out on the relationship between students' perception of school climate, and adjustment in secondary schools.
- iv. This study only covered public secondary schools within Bondo Sub-County. Further studies are encouraged to cover private secondary schools.

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APPENDICES

Appendix I: Questionnaire for students

Thank you for agreeing to participate in this study. Do not write your name on this paper. Any information you give will not be shared with any other person. Please give answers to ALL questions in this paper. Be as truthful as possible. **Section A**

1. Name of school.....
2. Your age: 10-14years ☐ 15-18 ☐ 19 and above ☐
3. Gender: Male ☐ Female ☐
4. Type of school Girls ☐ Boys ☐ Co- Educational

Section B

Guidelines for filling the Questionnaires:

- a.) Do **NOT** write your name or school anywhere in this paper.
- b.) The present scale consists of statements focusing on influence of school climate on unrest. There is no right or wrong answer. What is required is your own feeling or opinion about the statement.
- c.) Read each statement carefully and respond to all items by placing tick () on only **ONE** choice out of the five given in the every statement.

Part 1: ITEMS

We want to know how you feel about your school, please tell us if you agree or disagree with each statement. Please fill your response after each statement. Please read each sentence carefully before each statement. I feel that...

KEY: S.A-Strongly Agree, A- Agree, N-Neutral, D-Disagree, S.D-Strongly Disagree

1	Item	S.A	A	N	D	S.D
2	The students at my school behave well.					

3	At my school, all students are treated the same even if their parents are rich or poor.					
4	Students at my school often get hurt in school.					
5	Students at my school are caring people.					
6	Everyone is treated equally well at my school					
7	My school is usually very noise					
8	My teachers works hard to get me to do well on tests					
9	Teachers at my school help us students with our problem					
10	Students at my school like one another					
11	I feel that I can do well in my school					
12	Some students at my school often say that they will hit or beat others					

Part 2

Secondary schools experience many students' indiscipline problems, some of which have led to unrest. Below is a list of such problems as honesty as possible tick () against each problem you consider common in your school.

KEY: S.A-Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D-Strongly Disagree.

No	Item	S.A	A	N	D	S.D
1	Burning of dormitories					
2	Fighting amongst students					
3	Boycotting classes					
4	Theft of school properties					

5	Refusing punishment from teachers					
6	Being shady					
7	Playing when lesson is in progress					
8	Striking against school administration					
9	Bullying of fellow students					
10	Drug taking e.g. smoking					

Part 3: OPEN- ENDED QUESTIONS

4.a.) What is the worst case of student discipline that you have witnessed in your school?

b.) What time of the day did it happen?

c.) List **THREE** (3) effects of the reaction.

.....

5. Below are some factors that influence students to misbehave at school. Tick () the ones that influence students the most.

- a. Friends at school
- b. Friends outside school
- c. Head teachers
- d. Teachers parents politicians

6. Unrests in schools are a consequence of negative climate, necessitating students' indiscipline. It has the potential to affect students overall academic performance. On scale likert scale of S.A-Strongly Agree, A-Agree, N-Neutral, D-Disagree, S.DStrongly Disagree, what is your take about this statement.

7. Identify areas that you would like the school Administration to improve on. Tick () where appropriate.

- a. Improve communication ()
- b. Improve school meals ()
- c. Improve academic progress ()
- d. Improve security and safety ()
- e. Treatment of students by administration ()

Appendix II: Questionnaires for teachers and principals Introduction

Dear Sir / Madam,

Thank you for agreeing to participate in this study. I am a student of Master of Education in Educational Psychology at Masinde Muliro University of Science and Technology. This study investigates influence of school climate on students unrest among secondary school students. Findings will help to identify ways of improving school climate and curbing school unrest in Bondo sub-county. The study is anonymous so do not write your name or that of the learner. Information you give will be treated with utmost confidentiality.

Part A: Demographic Information

1. What is your gender
 - a. Male ()
 - b. Female ()
 2. How old are you?
 - a. Below 25 years ()
 - b. 26-35 years ()
 - c. 36-45 years ()
 - d. 46-55 years ()
 - e. Over 55 years ()
 3. What is your education level?
 - a. College ()
 - c. Masters ()
 - b. Bachelor ()
 - d. Doctorate PHD ()
 4. What is your responsibility at school?
 - a. G & C teacher
 - b. Principal
 5. For how long have you been a Teacher/ Principal?
 - a. 1-2 years ()
 - b. 3-5 years ()
 - c. 6-10 years ()
 - d. 11-15 years ()
 - e. 16-20 years ()
 - f. Over 20 years ()
- Kindly tick () against your response.

Please respond as honesty and truthfully as possible to the statement below. **KEY:** S.A- Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D-Strongly Disagree.

NO.	ITEM	S.A	A	N	D	S.D
1	There are few indiscipline cases in the school					

2	Students have a positive attitude towards the school					
3	School administration has a clear communication policy					
4	Students easily air out their problems					
5	No student wants to transfer from the school					
6	Parents are always consulted on issues of academic performance of their children					
7	Leadership styles of head teacher should be one that seeks opinion of teachers and students					
8	School security and safety contribute to students discipline					
9	School social environment has influence on student discipline					
10	Leadership style of head teachers affect the students discipline					

Part C: Open-Ended Questions

11.a) Suggest **FIVE** ways on how the School Administration can improve School Climate.

.....

.....

.....

.....

.....

12. Do the leadership styles of the Head teachers have influence on the students' discipline? YES () NO ()

13. Which leadership style of Head teachers positively associate with students' discipline.

- a. Laissez-faire leadership ()
- b. Democratic leadership ()
- c. Autocratic leadership ()

14. What are some of the suggestions that you can make that you think if adopted by the authority can help improve the way discipline cases are handled in your institution?

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15.To what extend has parenting of students contributed to school unrest in Bondo sub-county?

.....

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.....

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16. Give suggestions on how schools can enhance security and safety of students to promote positive school climate.

.....

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.....

.....

Appendix III: Interview schedule for Principals / Sub county-Quality Assurance and Standards Officer

Please respond as honesty and truthfully as possible to the statement below

1. Drawing upon educational experience how does school climate affect students?
.....
.....
.....
.....
2. Suggest ways in which school administration can improve school climate.
.....
.....
.....
.....
3. As an educationist, how do you think discipline can be enforced by;
 - a. Principal.....
.....
 - b. Teachers.....
.....
 - c. Students.....
.....
 - d. Parents.....
.....
4. How is security and safety related to student unrest in learning institutions?
.....
.....
.....
.....
.....
.....
.....
6. Suggest ways on how infrastructure can be used to minimize indiscipline in schools.
.....
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.....
.....
7. Is one particular leadership style positively associated with student performance?
Explain your answer.
.....
.....
.....

8. How can cases of students' indiscipline influence academics programs in school?

.....

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9. a Explain how the community contributes to students' indiscipline in schools.

.....

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.....

b. What measures can be taken to prevent that influence from the community from affecting the school?

.....

.....

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Appendix

IV: Document analysis Guide

Document analysis guide are authentic results about students' performance and was used to obtain information documented in the office of the SQASO, Principals/Deputy Principals including general students' performance and indiscipline cases reported in school and how they were handled within the school. Either it allowed the researcher to check and confirm on form three class performance results in terms 1-3.

Appendix**V: Introductory Letter from MMUST**

Dear Respondent,

I am a Master of Education in Educational Psychology candidate in the Department of Educational Psychology at Masinde Muliro University of Science and Technology. I wish to request you to spare a few minutes to fill in the questionnaire attached. The questions seek your views regarding relationship between student's perception of school climate and unrest in secondary schools in Bondo Sub-County, Kenya. The research is purely conducted for the academic purposes. It is not meant to evaluate your opinion or demean your institution. Your response will be strictly used to provide insight into school climate and way to improve it so as to curb unrest in our secondary schools. Your identity and responses will be treated with utmost confidentiality. Please respond to the questionnaire items as completely and as truthfully as possible.

Thank you in advance **Simiyu**

N.Marystella

Department of Educational Psychology, MMUST

Appendix

VI: Approval for proposal

Appendix



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: director@ps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

06th January 2022

Simiyu Nandako Marystella,
EDO/G/01-54964/2017,
P.O. Box 190-50100,
KAKAMEGA.

Dear Mrs. Simiyu,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *“Relationship Between Students’ Perception of School Climate and Unrest in Kenya”* and appointed the following as supervisors:

1. Prof. Kenneth Otieno - SEDU MMUST
2. Dr. Edward Khasakhala - SEDU MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Education Psychology. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,



Prof. Stephen O. Odebero, PhD
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix VII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 192108	Date of Issue: 18/January/2022
RESEARCH LICENSE	
	
This is to Certify that Ms., marystella NANDAKO simiyu of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Siaya on the topic: Relationship between student's perception of school climate and unrest in Kenya for the period ending : 18/January/2023.	
License No: NACOSTI/P/22/15297	
192108 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VIII: Authority from County Commissioner

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT

E-Mail cc.siaya@yahoo.com

When replying please quote ref. & date

CC/SC/A.31 VOL.IV/45

All deputy County Commissioners

SIAYA COUNTY

COUNTY COMMISSIONER

SIAYA COUNTY

P O Box 83-40600

SIAYA

24TH JANUARY, 2022

RE: RESEARCH AUTHORIZATION – MS. MARYSTELLA NANDAKO SIMIYU

The person referred to above from University of Masinde Muliro of Science and Technology, has been authorized by the Director General, National Commission for Science, technology and Innovation vide letter Ref.no *NACOSTI/P/22/15297/192108* dated 18th January 2022 to carry out research on "***Relationship between student's perception of school climate and unrest in Kenya***", for the period ending **18th January, 2023**.

The purpose of this letter therefore is to ask that you accord her the necessary support as she carries out research in your Sub County.

NOTE: Due to the prevailing COVID - 19 situation, she must observe containment protocols as directed by Ministry of Health.

B. K. ALIGULA

For: COUNTY COMMISSIONER

SIAYA COUNTY

Copy to ; County Director of Education
SIAYA COUNTY,

; Ms. Marystella Nandako Simiyu
University of Masinde Muliro,

Appendix ix: Authority from county director of education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564

E-mail: cdesiaya2016@gmail.com

SIAYA

MOE/SYA/CDE/URA/1/10/VOL.II/39

Monday, January 24, 2022

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION - MS. MARYSTELLA NANDAKO SIMIYU

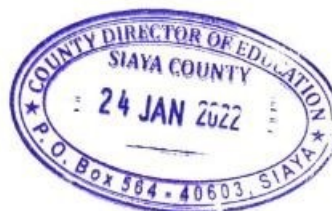
Refer to your request letter dated 18th January, 2022 on the above subject.

Authority is granted to research License No. NACOSTI/P/22/15297 dated 18th January, 2022 to be used in conducting research in this county for the period ending 18th January, 2023.

The research title is "*Relationship between students' perception of School Climate and Unrest in Kenya*".

Please accord her the necessary assistance in this County.

SIFUNA N. M.
COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY



Appendix X: Authority from sub-county director of education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telegrams "EDUC"; Bondo

Telefax (057) 520076

E-mail: deobondo580@gmail.com

When replying please quote

**Sub County Director of Education
Bondo Sub County
P.O. BOX 580 – 40601
BONDO**

Ref: EBD/DEO/120/1/180

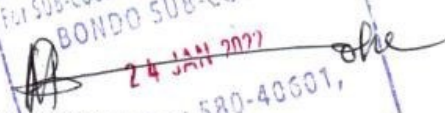
Date: 24th January, 2022

TO WHOM IT MAY CONCERN

REF: RESEARCH AUTHORIZATION: - MS.MARYSTELLA NANDAKO SIMIYU

The person named above is from Masinde Muliro University of Science and Technology. She has been authorized to carry out research on **"relationship between students' perception of school climate and unrest in Kenya"**.

Kindly give her the necessary assistance that she may require to complete his research successfully.


KOSOM PATRICK MUYEL
SUB – COUNTY DIRECTOR OF EDUCATION
BONDO SUB – COUNTY.

P.O. BOX 120 – 40100, BONDO.

27 / 01 / 2022.

THE PRINCIPAL,

SECONDARY SCHOOL,

P.O. BOX BONDO.

Dear Sir / Madam,

**RE: REQUEST TO INVOLVE SOME STUDENTS AND TEACHERS IN AN
ACADEMIC RESEARCH.**

I hereby request the school to grant me access to form three students to participate in the above mentioned study. The research will also involve the teacher in charge of Guidance and Counseling.

The purpose of the study is to find out students perception of school climate and unrest. Findings should help identify ways of curbing school unrest in Bondo subcounty.

I am a student of Master of Education in Educational Psychology at Masinde Muliro University of Science and Technology. I have obtained necessary authorization for the study from the relevant offices. (See attached copies).

Your positive response will be highly appreciated.

Yours faithfully,

Simiyu Marystella Nandako.

Cell phone: 0746224401

E-mail: marystellasimiyu@gmail.com

Appendix XII: Participant's information and Consent Form Purpose and Benefits

I invite you to participate in this study. I intend to examine the relationship between student's perception of school climate and unrest in secondary schools in Bondo SubCounty, Kenya. I hope that information generated from this study will contribute to place appropriate and sustainable policy interventions and strategies to address the recurrence of student unrest in secondary schools within Bondo Sub-County.

Procedure

If you would like to participate kindly do the following:

- i. Questionnaires: please fill out the questionnaires that are related to the research topic.
- ii. Interview schedule: please avail yourself for the interview that the researcher will conduct.
- iii. Document analysis: Avail the document that will help us get in-depth information on indiscipline incidences experienced in schools.

Confidentiality

I will protect your identity and keep it private; no one would tell who you are. The information you provide will only be used for research purposes only.

Participant's consent

I know what the study is about and I know what I am being asked to do, if I choose to take part. I know that I can choose to participate and I am also free to choose not to answer a question. I freely choose to be part of this study.

Signature of participant/Guardian

Date

Appendix XIII: Consent Form

Student perception of school climate and unrest in secondary school in Bondo subcounty, Kenya.

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequence.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted completely.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves responding honestly to the Items asked.
- I understand that I will not benefit directly from participating in this research.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous.
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation and published papers.
- I understand that if I inform the researcher that I or someone else is at risk of harm, they may have to report this to the relevant authorities; they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms will be retained by the researcher until the thesis is finalized.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of participant

researcher

Date

----- Signature of

Date

I believe the participant is giving informed consent to participate in this study

of researcher

Date

----- Signature

Thank you for agreeing to participate in this study. Do not write your name on this paper. Any information you give will not be shared with any other person. Please give answers to ALL questions in this paper. Be as truthful as possible.

Appendix XIV: Information and consent form for G & C teachers Purpose of the study

I wish to invite you to participate in this study. The purpose of the study is to find out relationship between students perception of school climate and unrest and come up with mitigation strategies of curbing school unrest.

If you agree to participate: Please fill the 18 -items questionnaire to help identify intervention strategies schools can use to create a positive school climate and curb unrest in schools.

Risks involved

Participating in such a study may make the students feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. You have the right to ask questions about this research and to have those questions answered before, during or after the study. Debriefing will be done to all pupils who will participate in the study.

Benefits of participating in the study

It is expected that findings of this study will help all participants come up with the best ways of creating a positive school climate and curbing unrests in school.

Confidentiality

This study is anonymous. I will not be collecting or retaining any information about your identity or that of the pupils, and all information you give will be confidential.

Participant's Consent

I have read and understood what this study is all about. I also know that I can choose to participate or not to. By signing this form I have decided to volunteer to take part in this study.

.....

.....

G & C Teacher's signature

Date **Appendix XV :**

Information and consent form for Principals

Dear Sir / Madam,

I am a Master of Education student at Masinde Muliro University of Science and Technology.

Purpose of the Study

This study seeks to establish relationship between student's perception of school climate and unrest among students in Bondo sub-county and find out ways on how to curb unrest in schools.

If you agree to participate: kindly allow teachers in charge of Guidance and Counselling, selected and selected form three students to take part in the study.

Risks involved: Participating in such a study may make the pupils feel uncomfortable. It may also bring to mind some earlier memories related to issues under investigation. You have the right to ask questions about this research and to have those questions answered before, during or after the study. Debriefing will be done to all students who will participate in the study.

Benefits of participating in the study

It is expected that findings of this study will help all participants come up with the best ways of creating a positive school climate and curbing unrests in school.

Confidentiality

This study is anonymous. I will not be collecting or retaining any information about your identity, your school or that of the student. All information you give will be treated with confidentiality.

Principal's Consent

I have read and understood what this study is all about. I also know that I can choose to let selected students participate or not to. By signing this form I have decided to let willing students volunteer to take part in this study.

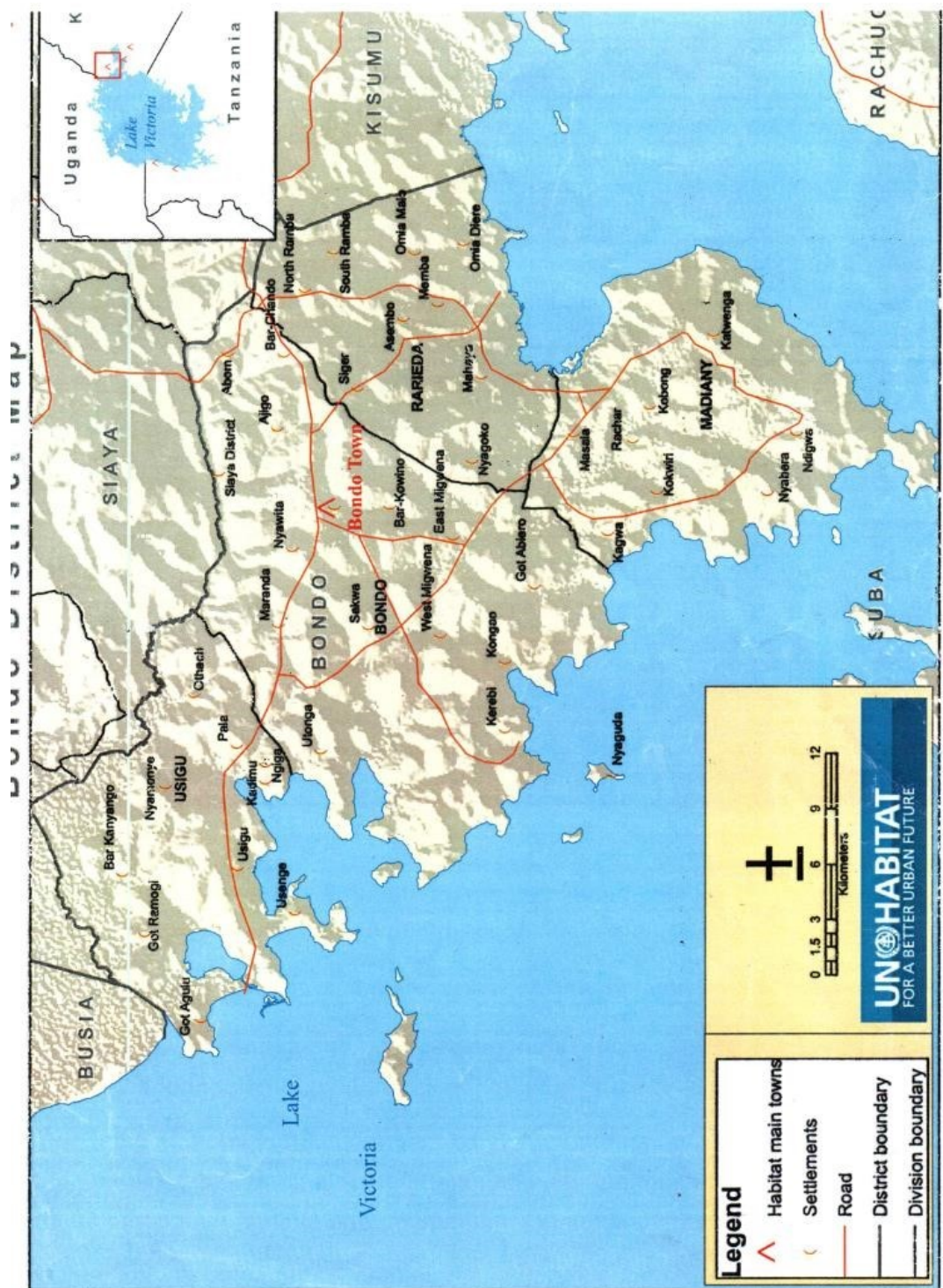
.....

Principal's signature

.....

Date"

Appendix XVI: Map of Bondo Sub-county



classroom environment